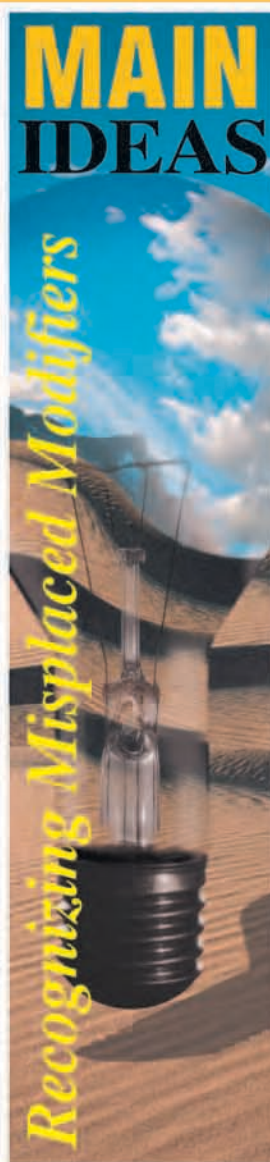


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Beginning **WRITING**



Beginning Writing 2

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GETTING COMFORTABLE WITH WORDS

1 COMMON AND PROPER NOUNS

- A.** 1. govern 2. scampers 3. General Motors
4. plantation
- B.** 1. COMMON NOUNS: years, occupant
PROPER NOUNS: White, House,
Washington, D.C.
2. COMMON NOUNS: home, idea
PROPER NOUNS: George, Washington
3. COMMON NOUNS: mansion, home
PROPER NOUNS: President, John, Adams
4. COMMON NOUNS: door, men, roof
PROPER NOUNS: President, Adams

2 USING PRONOUNS

- A.** 1. its 2. they 3. she 4. her, he
B. 1. her 2. their 3. they 4. he 5. she
CHALLENGE: their=its

3 ACCENT ON ADVERBS

- A.** ACROSS: 1. soon 5. lazily 7. most 9. never
10. extremely DOWN: 1. sadly 2. necessarily
3. early 4. carefully 6. promptly 8. darkly
- B.** Answers will vary. Possible answers:
2. anxiously 3. never 4. very 5. reluctantly

4 ACCENT ON ADJECTIVES

- A.**
-
- B. Possible answers:**
2. Few of the expensive tickets were sold.
 3. The weather forecaster predicts a disastrous 10 inches of rain.
 4. The social studies teacher gave a surprise quiz.
 5. The guest speaker talked about interesting computer careers.

5 COMPARATIVE ADJECTIVES

- A.** 1. longer 2. largest 3. most mischievous
4. least favorite
- B.** 1. better 2. worst 3. more 4. most

6 A PARTS OF SPEECH SAMPLER

- A. 1. d 2. h 3. e 4. a 5. f 6. b 7. g 8. c
B. 1. interjection 2. adjective 3. noun
4. pronoun 5. adverb 6. verb 7. conjunction
8. preposition
C. Answers will vary.

7 A CLOZE ACTIVITY

Answers will vary.

8 REVIEW

Student should circle:

1. first **t** in *Lottie*
2. **w** in *waved*
3. **i** in *in*
4. **n** in *and*
5. **s** in *shouted*
6. **i** in *Hi*
7. first **s** in *passed*
8. second **t** in *Lottie*
9. first **e** in *eventually*
10. **r** in *strange*

This was Angie's *twin sister*.

9 QUIZ

- A.** 1. proper noun 2. common noun 3. pronoun
4. interjection 5. conjunction
- B.** 1. gentle=adjective 2. above=preposition
3. song=noun 4. speedily=adverb
5. Wow=interjection 6. or=conjunction
7. we=pronoun 8. suggest=verb

GETTING COMFORTABLE WITH SENTENCES

10 RECOGNIZING A SENTENCE

2. S, statement 3. S, question 4. blank
5. blank 6. S, statement 7. S, statement
8. blank 9. S, command 10. S, exclamation
11. S, statement

11 WRITING A SIMPLE SENTENCE

- A.** 1. d 2. c 3. e 4. b 5. a
- B.** Sentences will vary. Possible answers:
2. subject—My angry father burst through the front door.
 3. subject—Marvin eats tacos in bed.
 4. subject—The baby is ready for a nap.
 5. predicate—A cold wind from the north brought snow.

12 PREPOSITIONAL PHRASES

- A.**
1. when—in the morning
 2. when—at dawn
 3. where—on the corner
 4. where—to his office
 5. how—with several neighbors
 6. which one—with air conditioning
 7. when—on hot summer days
- B.** Answers will vary. Possible answers:
1. We usually eat dinner on the patio.
 2. The coat in the downstairs closet is mine.
 3. Don't forget to put the cat in its carrier.
 4. The horse galloped along the path.

13 USING DESCRIPTIVE PHRASES

- A. 1. Hoping to make the basketball team
2. a six-foot guard 3. a loud whistle
4. Hearing the noise
- B. Probable answers:
2. The doctor, smiling as if she had good news, came into the room.
3. Teresa opened the window wide, letting fresh air into the house.
4. Frank, an avid reader, seems to know something about everything.

14 WRITING COMPOUND SENTENCES

- A. 1. S 2. C 3. C 4. S
- B. 1. or 2. yet 3. but 4. and 5. but
- CHALLENGE: Probable answers:
1. The cookies were low in fat, but they were very high in sugar.
2. There are only 10 seconds left on the game clock, and the score is tied.

15 CLAUSES I

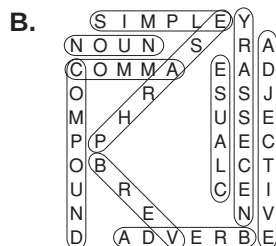
- A. 1. P 2. C 3. P 4. C 5. P
- B. 1. (who) make 2. (curtain) fell
3. (which) came 4. (sale) ends
5. (Jasper) doesn't pay

16 CLAUSES II

- A. 1. who drink and drive
2. who has the lowest score
3. , which I bought at Star Market,
4. , who should know better,
- B. 1. When an adverbial clause starts a sentence,
2. if the clause comes at the end
3. when I watch a good movie
4. After I saw *Star Wars*,

17 REVIEW PUZZLE

- A. 1. noun 2. verb 3. simple 4. compound
5. phrase 6. clause 7. adjective 8. adverb
9. comma 10. necessary



18 QUIZ YOURSELF ON SENTENCES I

- A. Items 1, 4, and 5 should be underlined.
- B. 1. S 2. C 3. C 4. S 5. C
- C. 1. d 2. a 3. c 4. b

IMPROVING SENTENCES

19 REPAIRING FRAGMENTS

- A. •1, 3, and 5 are "missing a subject"
•2 is "missing a predicate"
•4 "has a . . . but can't stand alone"
- B. Answers will vary. Possible answers:
1. On her first solo drive, Ann's car broke down right in the middle of the intersection.
2. Tyrone takes two after-school classes, piano and self-defense.
3. I finally found my homework in the refrigerator, a very odd place.
4. Vince's boss sent him to the storeroom. He asked him to bring back a box of napkins.
5. Over by the fire is a good place to dry your wet clothing.

20 REPAIRING RUN-ONS

2. SEPARATED: Hiram Revels was the first African-American U.S. senator. He was elected in Mississippi in 1870.
COMBINED: Hiram Revels, who was elected in Mississippi in 1870, was the first African-American U.S. senator.
3. SEPARATED: Jonas Salk defeated a terrible disease. He developed a polio vaccine.
COMBINED: Jonas Salk defeated a terrible disease when he developed a polio vaccine.

21 MAKING CONNECTIONS/ COMBINING SENTENCES

- A. Answers will vary. Possible answers:
1. Stumpy was a little dog, but he thought he was big.
2. Little Stumpy growled at big dogs.
3. Our dog Stumpy, who was smaller than most cats, picked fights with the neighbor's St. Bernard.
4. Stumpy would bare his teeth before he attacked.
5. Stumpy, a toy poodle, had a bad attitude.
- B. Answers will vary.

22 REPAIRING PRONOUN PROBLEMS

- A. 2. ✓, He=It 3. C 4. ✓, her=their
5. C 6. ✓, it=them
- B. Answers will vary. Make sure that each pronoun the student has used agrees with the noun it replaces in number and gender.

23 DETAILS, DETAILS!

- A. Answers will vary. Possible answers:
1. The camper quickly started a crackling fire.
 2. The wounded deer fell to the ground.
 3. The telephone rang loudly in the empty phone booth.
 4. The frantic robber hurriedly fled out the back door.
 5. The courageous police doggedly followed the fleeing robber down an alley.
- B. Answers will vary.

24 AVOIDING CLICHÉS

- A. 1. mad as a hornet 2. crack of dawn
3. old as the hills 4. like the cat that ate the canary 5. throw caution to the wind
6. as pleased as punch 7. a big bear hug
- B. ACROSS: 1. dog 4. colors 5. punch
6. bush 10. thieves 11. axe 12. block
DOWN: 2. grindstone 3. toast 7. hills
8. needle 9. red

25 EXPANDING VOCABULARY

- A. 1. d, f 2. b, e 3. a, j 4. g, i 5. c, h
- B. Answers will vary. Make sure student answers are synonyms. Possible answers:
- unhappy=miserable, hanging=dangling,
run=raced, leave=depart, Mad=Furious,
wet=soaked, walked=plodded,
looked=stared, surprise=amazement,
saw=spotted, asked=queried,
guess=suppose, said=replied,
crazy=insane, good=fantastic

26 USING A THESAURUS

- Answers will vary. Possible answers:
1. lived: resided, inhabited, dwelt
house: home, abode, dwelling
 2. terrible: fearful, dreadful, horrendous
storm: gale, hurricane, blizzard
 3. walked: hiked, tramped, trudged
station: depot, terminal, whistle-stop
tell: relate, recount, report
 4. brave: courageous, bold, hardy
fight: battle, combat, challenge
strong: powerful, mighty, forceful
rain: precipitation, downpour, storm
scared: frightened, panicky, alarmed
 5. yelled: bellowed, shouted, screamed
surprised: amazed, astonished, flabbergasted
quickly: hastily, immediately, promptly

27 USING SYNONYMS AND ANTONYMS TO SUGGEST MEANING

- A. 1. S 2. S 3. A 4. A 5. S
- B. 2. heroic, brave ≠ cowardly
3. dank, damp ≠ arid
4. cherished, adored ≠ disliked
5. disaster, destruction ≠ fortune

28 WORD CONNOTATIONS

- A. 1. discuss 2. remind 3. stately
4. confident
- B. 1. bossy 2. smirk 3. bashful 4. lazy
- C. Sequence may vary. Probable answer (top to bottom): frugal, economical, thrifty, price-conscious, tight-fisted, stingy, cheap

29 FIGURES OF SPEECH I

- A. 1. b 2. a 3. a
- B. 2. M, sun/ball of fire
3. M, mother-hen/teacher
4. S, students/playful puppies

30 FIGURES OF SPEECH II

- A. 1. c 2. b 3. a 4. d
- B. 1. M 2. M 3. S 4. S 5. P 6. H 7. H

31 AVOIDING COMMON PITFALLS

1. DM 2. MM 3. NP 4. MM 5. NP
6. MM 7. DM 8. MM 9. NP 10. DM

32 PROOFREADING AND REPAIRING ERRORS

- A. Long ago the greeks held contests
to ~~to~~ honor a god ~~around~~ ^{around}
the land gathered to ~~demonstrate~~ ^{demonstrate} their
~~skills~~ ^{skills} in various sports. These contests
held almost 3,000 years ago, were the
the first ~~olympic~~ ^{olympic} Games. For five days ~~all~~
wars halted and ~~peace ruled~~ ^{peace ruled} the land.
Greece's greatest warriors were also the
greatest athletes ~~and~~ they were busy
racing chariots ~~throwing~~ javelins, and
running relays. ~~winners~~ ^{winners} received crowns
of olive leaves on the festivals ~~final~~ ^{final}
day. "I honor you in the name of the
gods" ~~! purple-robed~~ ^{! purple-robed} Judge would
declare. Then the ~~cities~~ ^{cities} of greece went
back to war. ~~!~~
B. The above paragraph should be rewritten incorporating all corrections.

33 REVIEW MYSTERY

Answers will vary. Possible answers:

1. This character was known for being witty, beautiful, and charming.
2. This woman, an ancient queen, held her own with the most powerful men.
3. Julius Caesar and Mark Anthony, great leaders of Rome, both fell in love with this dark-haired beauty.
4. The queen was ambitious and tried to win men's hearts to gain political power.
5. Her own heart, however, was as cold as ice.
6. When the queen tried to win a third Roman's heart, she had less luck.
7. Stories say that the queen, embarrassed and alone, used a snake as her weapon.
8. The Queen of the Nile held the snake on her arm and died of its bite.

Answer: Cleopatra, Queen of Egypt

34 QUIZ YOURSELF ON SENTENCES II

- A. Changes to sentences will vary. Possible answers:
1. R—Only one word describes the old Witt mansion, and that word is spooky.
 2. F—In 1900, neighbors heard horrible screams in the night.
 3. R—After that night no one ever saw Mrs. Witt again. The police never solved the case.
 4. F—To this day, people continue to be frightened by strange moaning noises, flashing lights, and objects moving all by themselves.
- B. 1. fit for a king 2. eat like a horse
3. mad as a hornet

GETTING COMFORTABLE WITH PARAGRAPHS

35 EXPRESSING THE MAIN IDEA

- A. 1. Last weekend I learned that money is not the greatest reward.
2. The lobster is surely one of the most peculiar creatures around!
- B. Answers will vary. Possible answers:
1. Martha Washington was our country's first first lady.
 2. Through the ages, tree leaves have symbolized valued qualities.

36 DEVELOPING THE MAIN IDEA I

- A. 1. a 2. b 3. a
- B. Answers will vary.

37 DEVELOPING THE MAIN IDEA II

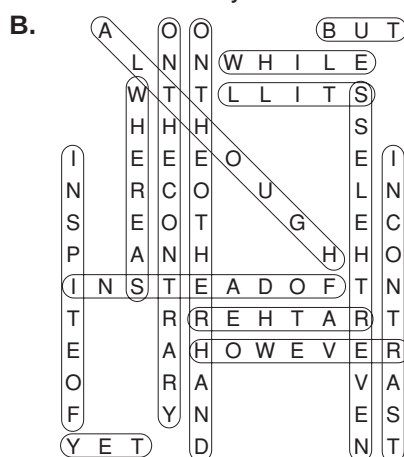
- A. 1. TOPIC SENTENCE: The 1932 kidnapping of aviator Charles Lindbergh's infant son was one of the tragedies of the century.
DOES NOT SUPPORT: Charles Lindbergh had won \$25,000 when he made the first solo flight across the Atlantic.
2. TOPIC SENTENCE: The 1950s are sometimes described as the years of the young rebels.
DOES NOT SUPPORT: Another popular film of the fifties was *The African Queen*.
- B. LOGICAL ORDER: 5, 2, 4, 3, 6, 1

38 WRITING TO COMPARE

- A. 1. a 2. b 3. a 4. b 5. b
- B. 1. Both 2. Likewise 3. In the same manner
4. equally 5. also

39 WRITING TO CONTRAST

- A. Checkmarks by 1 and 3.



- C. Today's situation comedies are different from the earliest TV sitcoms.
(however), (Rather), (In contrast)

40 THE NARRATIVE PARAGRAPH

Answers will vary.

41 USING TRANSITIONS I

- A. 1. Once, Later 2. for example
3. first, Next 4. Fortunately
- B. First, Then, However, After, Fortunately, finally

42 CONCLUDING A PARAGRAPH

- A. a
- B. thus, in conclusion, in summary, indeed

43 USING TRANSITIONS II

- A. 1. SHOW ADDITION OR INCREASE: in addition, also, furthermore
2. EXPLAIN: for example, for instance, such as
3. SHOW PLACE: above, below, farther
4. SHOW COMPARISON OR CONTRAST: similarly, on the other hand, however
5. SHOW TIME: now, next, after
6. SHOW RESULT OR CONCLUSION: as a result, thus, in conclusion

- B. 2. (for example), (in addition), (therefore)
3. (To begin with), (next), (In addition),
(additionally), (Finally)

44 REVIEW MYSTERY

- A. TOPIC SENTENCE: There is a good reason why the buttons on men's and women's jackets are on opposite sides of the garment.
TRANSITIONAL WORDS: As a result, Before long, Thus
CONCLUDING SENTENCE: Thus began a tradition that has continued to this day.
- B. Answers will vary.

45 PARAGRAPHS QUIZ

- A. 1. c 2. a 3. c 4. a
- B. 1. narrative 2. contrast 3. compare
- C. Answers will vary. Possible answers for item 3:
SIMILARITIES: similarly, likewise
DIFFERENCES: on the contrary, although
CONCLUSION: thus, in conclusion

GETTING STARTED (PREWRITING)

46 SELECTING TOPICS

- A. Answers will vary.
- B. 1. – 2. – 3. + 4. – 5. – 6. +
- C. 1. how the movies make men fly
2. a touchdown to remember
3. my favorite restaurant

47 RECOGNIZING YOUR AUDIENCE

- A. 1. b 2. a 3. c 4. d 5. a
- B. Answers will vary.

48 RECOGNIZING YOUR PURPOSE

- A. 2. to entertain 3. to compare/contrast
4. to describe 5. to persuade
- B. Answers will vary.

49 WAKE UP AND SMELL THE IDEAS— GENERATING WRITING TOPICS

Answers will vary.

50 PLAN AHEAD: DIAGRAMMING AND OUTLINING IDEAS

Answers will vary.

WRITING FOR DAILY LIFE

51 LETTERS OF INVITATION

- Circle a, b, c e, f, g, i, j, k
- a. 1421 West Chestnut St.
Parkersville, FL 86721
b. No. 1575 West Elm Street
c. Yes. The person sending the invitation is a girl. The guest it's addressed to is a boy.
d. barbecue
e. provide a response

52 A LETTER TO THE EDITOR

- A. 1. – 2. + 3. – 4. +
- B. Answers will vary.

53 A LETTER OF REQUEST

Answers will vary.

54 A LETTER OF COMPLAINT

Answers will vary.

55 ANSWERING QUESTIONS

- A. 1. complete sentences 2. restates the subject of the question 3. details
- B. 1. b 2. c

56 REVIEW PUZZLE

- A. across: 2. inside address 4. editor 7. RSVP
8. closing 9. request 10. opinion
down: 1. greeting 2. identify 3. signature
5. respond 6. invitation 8. colon
- B. correspond

57 QUIZ YOURSELF ON PRACTICAL WRITING

- A. 1. T 2. F 3. T 4. F 5. F
- B. 1. There are several differences between a friendly letter and a business letter. In a friendly letter, the greeting is followed by a comma, but in a business letter the greeting is followed by a colon. A business letter includes an inside address, but a friendly letter does not.
2. A letter to the editor gives the writer's opinion on a subject of public interest.
3. If an invitation says RSVP, you should let the person who sent it know whether or not you will be coming.
4. A letter of complaint should accomplish two things. It should express dissatisfaction and suggest a remedy to the problem.

WRITING A REPORT

58 WHAT IS A REPORT?

- A. Answers will vary. Possible answers:
1. The purpose of a report is to give information on a topic.
2. No, the United States would not be a good report topic because it is too broad.
3. For information on the bald eagle, I might look in an encyclopedia or nature book.
4. A bibliography is a list of the sources that the writer used to find information.
- B. Checkmarks by items 3, 4, 6, and 8.

59 THE REPORT INTRODUCTION

- A. 1. T 2. T 3. F 4. F 5. F
- B. 1. a 2. a 3. b

60 THE BODY OF THE REPORT I

2. b 3. b 4. a 5. b 6. c 7. a 8. c 9. a
10. c 11. b 12. a

61 THE BODY OF THE REPORT II

- A. 1. c 2. d 3. b 4. e 5. a

B. Answers will vary.

62 THE REPORT CONCLUSION

1. c 2. b 3. a

63 FINDING INFORMATION: USING ENCYCLOPEDIAS

- A. 3. mythology and Egypt

4. Buddhism 5. Ross, Betsy

- B. 1. A pelican is a large water bird. You would be most likely to find one in Australia, New Zealand, western United States, or Canada.
2. *Philadelphia* is a Greek word meaning "brotherly love."
3. Elisha Otis invented the elevator.
4. Curling is a game played on ice.

64 FINDING INFORMATION: USING AN ALMANAC

1. a 2. b 3. c 4. c 5. a
6. b 7. c 8. a 9. b 10. a

65 FINDING INFORMATION: THE LIBRARY CATALOG

- A. 1. and 2. Answers will vary. 3. title
4. author 5. subject; Houdini, Harry

B. Answers will vary.

66 TAKING NOTES

- A. 1. alphabetically 2. H 3. 984 4. 4

B. Answers will vary.

67 GETTING ORGANIZED/WRITING AN OUTLINE

1. F 2. T 3. T 4. T 5. F
6. F 7. T 8. T 9. F 10. T

68 PARAPHRASING

- A. Possible selections: APHID is a tiny, soft-bodied insect that sucks the juices of plants, often severely damaging gardens, orchards, and farm crops.

- B. Possible paraphrasing: A tiny insect called the aphid may damage plants by sucking their juices.

- C. Possible paraphrasing:
2. Please throw your garbage in the school trash can.
3. The teachers want students to get to classes on time.

69 QUOTING OTHERS

- A. 1. (*Albert Einstein: Immigrant Genius*)
It was as if a . . . my head.
2. (*Encyclopedia of Natural Science*)
The name well . . . opening at last.
3. (*The Cruise of the Snark*)
Why they are . . . charge into shore.

B. Answers will vary.

70 WRITING A BIBLIOGRAPHY

1. alphabetical order 2. the author's last name
3. the entry word 4. the last name of the article author 5. periodical article

CHALLENGE: correct bibliography

Draper, Mika. *Arctic Animals*. Anchorage, Alaska: Northern Lights Publishing Co., 2000.

Echo, Joseph. *Life Science*. New York: School Time Texts, Inc. 1999.

Freazin, I. M. "The Bird in the Tuxedo." *Science Weekly*, Jan. 2000, Vol. 15, p. 40.

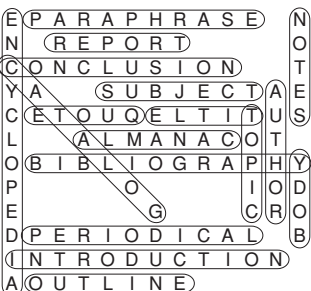
"Penguins." *World of Knowledge Encyclopedia*, Vol. 14. Lincoln, Nebraska: Acme Press, 1998, pp. 221–223.

71 RESEARCH THE MYSTERIES

Answers will vary. Possible answers:

1. The Bermuda Triangle is an area of ocean where many ships and airplanes have disappeared. (*World Book Encyclopedia*)
2. Sasquatch is a humanlike creature reported in mountains of the Northwest. It is also called Bigfoot. (*World Book Encyclopedia*)
3. You would search for the Loch Ness Monster in Scotland. (*World Book Encyclopedia*)
4. Watson was Holmes' assistant. (*World Book Encyclopedia*)
5. Amelia Earhart, her plane, and her crew disappeared in a flight over the Central Pacific Ocean. (*World Book Encyclopedia*)
6. Lizzie Borden was accused of killing her father and stepmother with an axe. (*World Book Encyclopedia*)
7. The stripes on zebras may keep the herds together. Studies showed zebras are attracted to objects with stripes. (*World Book Encyclopedia*)
8. Atlantis was a legendary continent people believed sank into the Atlantic Ocean thousands of years ago. (*World Book Encyclopedia*)

72 TEST YOUR REPORT-WRITING SKILLS

- A. 
- B. 1. introduction, body, conclusion
2. paraphrase 3. quote 4. catalog
5. subject, title, author 6. encyclopedia
7. almanac 8. periodical 9. outline
10. bibliography

WRITING A STORY

73 WHAT IS A STORY?

- A. 1. setting 2. conflict 3. plot 4. mood
5. characters
- B. 1. Carverville; early morning 2. Walter Winslow Possible answers: 3. Walter wants to be a success. 4. The mood would have been cheerier and more positive if it took place on a sunny afternoon.

74 THE CONFLICT

- A. 1. C 2. N 3. N 4. C
- B. Answers will vary.

75 RESOLVING THE CONFLICT

1. b 2. a

76 THE SETTING

- A. Paris, France; Eiffel Tower; dawn of the year 2000
- B. cabin, buggy, cold prairie, bonnet
- C. 1. present 2. past 3. past 4. present
5. past 6. present 7. present 8. past
9. past 10. present
- D. 1. c 2. e 3. d 4. b 5. a

77 CREATING THE MOOD

- A. Selections may vary: strange, silent, sputtered, overwhelming, scorching, stench, death, skulls, scorpion, skittered, snake, slithered
- B. 1. GLOOMY, MYSTERIOUS MOOD: dark, stormy, midnight, tolling, shadows, mournful, strange, drab, deserted, ghostly
2. LIGHT-HEARTED MOOD: musical, dawn, jingling, glittering, sunbeams, bright, gentle, warm, colorful, comfortable

78 CREATING CHARACTERS

Answers will vary.

79 DIALOGUE IN STORIES

- A. Answers will vary. Possible answers:
2. whining and spoiled 3. polite and considerate 4. rude, mean, bad neighbor
5. bothered but polite and tactful
- B. Answers will vary.

80 POINT OF VIEW

1. c 2. a 3. d 4. b

81 PLOT EVENTS

- A. Order of events: 2, 6, 3, 1, 5, 4
- B. Answers will vary.

82 REVIEW PUZZLE

2. setting 3. character 4. point of view
5. mood 6. conflict

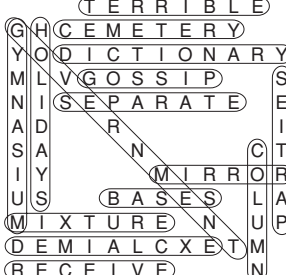
83 A QUIZ-YOURSELF MYSTERY

Answers will vary.

SPELLING

84 CHALLENGE WORDS I

- A. 1. quantity 2. athlete 3. answer
4. sandwich 5. straight 6. restaurant

- B. 

85 CHALLENGE WORDS II

- A. 1. professor, machine, dozen
2. history, written
3. group, South
4. Another, favorite
5. described, special, treats
6. roughly, chewed
- B. 1. know, sandwich 2. probably, library, encyclopedia 3. explains, century 4. seller, substitute, between 5. celebrate, erected, ketchup 6. clever, often, stretched, imagination, history
- C. Answers will vary.

86 CONTRACTIONS

- A. 1. aren't 2. let's 3. you're 4. we'll
5. I've 6. they're 7. wasn't 8. what's
- B. 1. I'll, you've 2. He's 3. It's 4. Should've
5. could've 6. Don't 7. We'll 8. weren't
9. Where's 10. you'll

87 PLURALS

- A. 1. yes 2. no 3. yes 4. no
5. yes 6. no 7. yes 8. no
- B. 1. geese 2. men 3. mice 4. feet
- C. Underline deer, fish, politics, swine,
pants, scissors

88 POSSESSIVES

1. world's 2. spider's 3. house's
4. Martins' 5. children's 6. mother's
7. Jones's 8. room's

89 SAME SOUND/DIFFERENT MEANING

- A. 1. sail 2. need 3. aisle, altar 4. kernel
- B. 2. a. stationary b. stationery
3. a. reign b. rain
4. a. forth b. fourth

90 CAPITALIZATION I

2. Febold—person's name
3. Sweden—place name
4. He—begins a sentence
5. West—names a region
6. Death Valley—names a place
7. "Traveler's—a business's name
8. December—names a month
9. Valentine's Day—names a holiday
10. President—title in a name

91 CAPITALIZATION II: PROPER ADJECTIVES

- A. 1. Sparkle 2. Ford 3. Shakespearean
4. Lutheran 5. Jewish 6. Russian
7. British 8. Regal 9. World War II
10. Thanksgiving
- B. Answers will vary.

92 REVIEW PUZZLE

- across: 3. dictionary 6. restaurant
9. geese 10. fact 12. angle
14. leashes 16. eel 17. our
18. separate 19. men 20. its
down: 1. mixture 2. too 4. your
5. receive 7. terrible 8. nickel
11. exclaimed 13. government 15. sun

93 QUIZ YOURSELF ON SPELLING

- A. 1. T 2. T 3. F 4. T 5. F 6. T 7. T
- B. Original sentences will vary:
2. curnal=colonel 3. exclame=exclaim
4. benchs=benches 5. oxes=oxen

GETTING COMFORTABLE WITH PUNCTUATION

94 COMMAS I

- A. 1. , John 2. Lennox,
3. , ladies and gentlemen,
- B. 1. knowledgeable, fair-minded,
2. Drama, art, physical education,

3. hours, low pay,

- C. 1. Malloy, the center . . . Devils,
2. Oregon, the Beaver State,
3. movie, *The Titanic*,
- D. 1. Supposedly, 2. Beauty, so they say, 3. Of course,

95 COMMAS II

- A. 1. Sunday, December 7, 1941,
2. December 8, 1980,
- B. 1. Commerce, Street, Denver,
2. Authority, P.O. Box 3524, Englewood,
- C. 1. dog, but 2. gardener, and
- D. Original sentences will vary.

96 DASHES AND PARENTHESES

- A. 1. angry—or should I say furious—
2. Americans—Chief 3. dream—a spot
- B. 1. (a retriever . . . Kennels)
2. (1) swim . . . (2) keep . . . (3) turn . . .
3. (Could . . . sea serpent?)
4. (just one . . . tourist attractions)

97 QUOTATION MARKS

- A. 1. D 2. I 3. D
- B. 1. a 2. b
- C. 1. "We're . . . one!" shouted Warren.
"Just . . . scoreboard!"
2. Watching . . . , Dwayne sighed, "Goodbye,
old friend."

98 THE COLON

1. Woods: 2. story: 3. 1:00, safe:
4. marks: 5. Madison:

99 MYSTERY IDIOMS

1. b 2. a 3. c 4. a 5. b 6. a 7. c 8. a

100 QUIZ YOURSELF ON PUNCTUATION

- A. 1. "I can't leave for vacation," said Sylvia,
"until I do the following: (1) stop the
newspaper, (2) put the dog in the kennel,
and (3) confirm my hotel reservations."
2. "Mr. Williams," Todd said happily, "I've finally
chosen a topic for my report—earthworms."
3. The mansion is open to visitors at the
following times: 10:00 A.M. until noon on
Mondays, 1:00 P.M. until 3:00 P.M. on
Wednesdays, and 1:00 P.M. until 4:00 P.M.
on Fridays.
- B. 1. comma 2. quote 3. quotation 4. dashes
5. parentheses 6. colon
- C. Good writers punctuate sentences correctly!

**GETTING COMFORTABLE WITH WORDS: COMMON AND PROPER NOUNS**

- ◇ A *common noun* names *any* person, place, thing, or idea. Writers do not capitalize the first letter of a common noun. A *proper noun* names a *specific* person, place, or thing. The first letter of a proper noun is always capitalized.

EXAMPLES: **librarian / notebook / democracy / Mark McNichols / Boston**

A. Circle one item in each group that does NOT belong.

- | | | | |
|------------|--------------|------------------|------------------|
| 1. NOUNS: | 2. NOUNS: | 3. COMMON NOUNS: | 4. PROPER NOUNS: |
| govern | rodent | factory | Mississippi |
| governor | mice | General Motors | plantation |
| government | Mickey Mouse | automobile | Robert E. Lee |
| politics | scampers | drivers | Civil War |

B. First find and underline all common and proper nouns in each sentence. Notice that none of the proper nouns have been capitalized. Then write each noun after the correct heading. Be sure to capitalize the first letter of each proper noun.

1. More than 200 years ago, the first occupant walked into the white house in washington, d.c.

COMMON NOUNS: _____

PROPER NOUNS: _____

2. The presidential home had been the idea of george washington, but he never lived there.

COMMON NOUNS: _____

PROPER NOUNS: _____

3. Actually, president john adams first made the beautiful mansion his home.

COMMON NOUNS: _____

PROPER NOUNS: _____

4. Entering the front door, president adams declared, "May none but honest and wise men ever rule under this roof."

COMMON NOUNS: _____

PROPER NOUNS: _____

CHALLENGE: On the back of this sheet, write three sentences about an American president. Be sure to capitalize all proper nouns.



GETTING COMFORTABLE WITH WORDS: USING PRONOUNS



- ◆ To avoid writing the same nouns again and again, writers use *pronouns* as substitutes for nouns. Each pronoun must agree in *gender* and *number* with the noun it replaces.



EXAMPLES:

INCORRECT: What is wrong with those *rose bushes*? *It* seems to be turning brown.

CORRECT: What is wrong with those *rose bushes*? *They* seem to be turning brown.

The plural noun, *bushes*, is replaced by the plural pronoun, *they*.

A. Circle the pronoun that correctly completes each item.

1. The spider in the attic has spun (their / its) web across the stairwell.
2. Many spiders spin only at night when (they / he) can't be observed.
3. Although Lucy is afraid of spiders, (she / it) wrote a report about them.
4. Mr. Vargas, Lucy's science teacher, not only gave (him / her) an A on the report, but (he / she) also put Lucy in charge of the classroom spider cage.

- ◆ The words below are called *indefinite pronouns*. Most are singular in number.

SINGULAR: anyone / everyone / everybody /
somebody / someone / nobody /
no one / each / either / neither

MAY BE SINGULAR OR PLURAL:
any / some / most / more / all

B. First underline the indefinite pronoun in each sentence. Then complete the sentence with a pronoun from the box. Make sure to choose a pronoun that matches the indefinite pronoun.

he	his	she	her	their	they
----	-----	-----	-----	-------	------

1. Neither of the girls brought _____ mitt to softball practice.
2. All of the guests thanked _____ hostess for the delicious meal.
3. Most of the students have studied harder than _____ needed to.
4. Nobody in the boys' P.E. class would admit that _____ had put the frogs in the girls' locker room.
5. Each of the female candidates hopes that _____ will be the first woman president.

CHALLENGE: The following sentence contains a pronoun error: *Neither the Chinese Crested Dog nor the Mexican Xolo has much fur on their body.* Rewrite the sentence on the back of this sheet, making sure to replace the incorrect pronoun with one that is correct.



GETTING COMFORTABLE WITH WORDS: ACCENT ON ADVERBS



◆ *Adverbs* are words that add meaning to verbs, adjectives, and other adverbs.

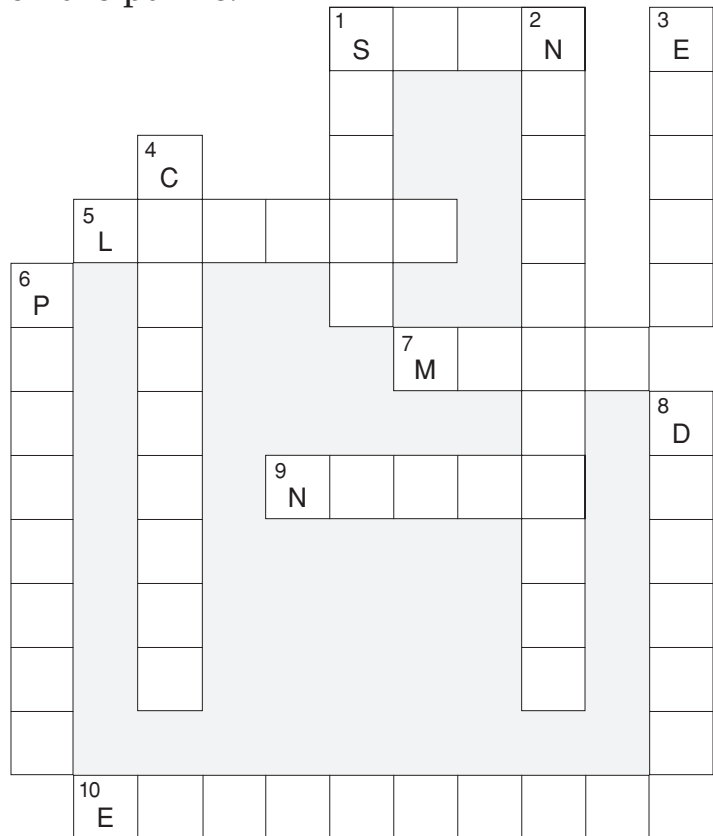
A. First underline the adverb in each sentence clue.
Then write the adverb in its place on the puzzle.

ACROSS

- The crew expects to finish the job soon.
- Nicole watched lazily while the others worked.
- The cold September weather was most unusual.
- The lazy cooks never clean up the oily stove.
- The weather forecast had predicted extremely icy weather.

DOWN

- Paolo stared sadly at the dented bumper.
- Many cooks do not necessarily spoil the broth.
- The guests surprised us by arriving early.
- Robin drove carefully through the snowstorm.



- It's a wise idea to pay bills promptly.
- He smiled a darkly evil grin.

B. Complete each sentence with an adverb that makes sense. The first one has been done for you. When you are finished, compare sentences with a classmate. Which of you used the more interesting adverbs?

- The stranger walked shyly into the crowded room.
- The patient waited _____ for the nurse to call his name.
- Students are _____ late for Mr. Kirby's math class.
- Yesterday's rain left the ball field _____ wet.
- She _____ agreed to join the clean-up committee.

**GETTING COMFORTABLE WITH WORDS: ACCENT ON ADJECTIVES**

◆ *Adjectives* are words that add meaning and interest to nouns and pronouns.

A. First underline the adjective in each sentence. Then find and circle that word in the puzzle. The hidden words may go up, down, across, backward, or diagonally.

1. Tyrone “Mugsy” Bogues was short.
2. Bogues had surprising speed.
3. Nobody expected Mugsy to become a star on the basketball court.
4. Mugsy was the smallest player in the NBA.

C	B	S	T	I	A	T	R	O	B
S	S	H	O	R	T	S	P	L	A
A	U	A	Y	O	G	E	Z	L	S
M	P	R	I	J	M	L	F	I	K
A	E	C	P	V	A	L	A	T	E
Z	M	O	W	R	S	A	V	T	T
I	O	A	I	N	I	M	O	L	B
N	S	H	G	T	A	S	R	E	A
G	E	N	A	M	Y	O	I	L	L
S	W	L	D	R	C	H	T	N	L
L	A	Y	O	L	D	O	E	O	G

5. His awesome moves helped to score points for the team.
6. Before long, reporters stopped calling Bogues “Little Mugsy.”
7. Reporters began calling him “Amazing Mugsy.”

8. Loyal fans cheered when Mugsy came onto the court.
9. He became a favorite player.
10. Mugsy was an example of all that spirit and hard work could accomplish.

B. Rewrite each item below as one sentence. Try to express the idea (shown in **boldface** type) with just one adjective. The first one has been done for you.

1. My brother walks with a swagger. **My brother thinks he is great.**

My conceited brother walks with a swagger.

2. Few of the tickets were sold. **The unsold tickets cost a lot.**

3. The weather forecaster predicts 10 inches of rain. **That would be a disaster.**

4. The social studies teacher gave a quiz. **The quiz came as a surprise to the students.**

5. The guest speaker talked about computer careers. **The speaker had interesting things to say.**



GETTING COMFORTABLE WITH WORDS: COMPARATIVE ADJECTIVES



- ◆ Add *-er* to most adjectives when you are comparing two things. To compare more than two things, you will usually add *-est* to an adjective.

EXAMPLES: The World Trade Center is *taller* than the Empire State Building.
The Sears Tower is the *tallest* building in Chicago.

When an adjective has three or more syllables, comparisons are made differently. Often, you will use the words *more* and *most* or *less* and *least* instead of *-er* or *-est*.

EXAMPLES: I found Professor Smith's second lecture *more interesting* than his first.
In my opinion, Professor Smith is the *most interesting* teacher on staff.
He is also the *least likely* to fail a student.

Never use *-er* or *-est* and *more* or *most* to compare the same word.

INCORRECT: The diner opens *more earlier* than that fancy restaurant.

CORRECT: The diner opens *earlier* than that fancy restaurant.

A. In each sentence below, circle the correct form of the adjective.

1. A day on Venus is much (longer / longest) than a day on Earth.
2. A day on Jupiter, the (largest / most large) planet, lasts 9 hours and 55 minutes.
3. Martin Martinson is the (most mischievous / more mischievous) 10-year-old in the neighborhood.
4. Of the three Martinson boys, Martin is my (less favorite / least favorite).

B. There are a few *irregular* comparisons. Study the chart below. Then complete the sentences by writing the correct form of the adjective.

ADJECTIVE:	good	bad	many
TO COMPARE TWO THINGS:	better	worse	more
TO COMPARE MORE THAN TWO THINGS:	best	worst	most

1. The seashore is a (good) _____ vacation spot than the mountains.
2. Anne thinks skiing is the (bad) _____ sport in the world!
3. I always spend (many) _____ money on the ski slopes than I do at the beach.
4. A weekend ski trip takes (many) _____ of my paycheck.



GETTING COMFORTABLE WITH WORDS: A PARTS OF SPEECH SAMPLER



A. Study each group of words in the first column. Then write a letter to show the matching part of speech.

1. _____ interesting, yellow, different, wise
2. _____ Hey! Help! Oh! Yes!
3. _____ quickly, very, stupidly, now
4. _____ school, job, woman, dinosaur
5. _____ over, under, upon, within
6. _____ carry, walk, is, had
7. _____ and, but, or, so, for
8. _____ him, it, they, herself

- a. **noun**
- b. **verb**
- c. **pronoun**
- d. **adjective**
- e. **adverb**
- f. **preposition**
- g. **conjunction**
- h. **interjection**



B. Write the part of speech of the **boldface** word on the line.

1. _____ **“Wow!** So this is the Florida Everglades!” I exclaimed.
2. _____ I’d never seen anything like this **spectacular** region.
3. _____ Actually, the Everglades is a shallow, slow-flowing **river**.
4. _____ **We** found the best way to explore it was by canoe.
5. _____ Crocodiles and alligators stretch out **lazily** in the sun.
6. _____ Migrating birds **flock** to the Everglades.
7. _____ I got lucky **and** spotted a rare sea turtle.
8. _____ A vacation **in** the Everglades is a true adventure.

C. Think of two example words for each part of speech. Write your examples under the headings.

NOUN	VERB	PRONOUN	ADJECTIVE
_____	_____	_____	_____
_____	_____	_____	_____
ADVERB	PREPOSITION	CONJUNCTION	INTERJECTION
_____	_____	_____	_____
_____	_____	_____	_____



GETTING COMFORTABLE WITH WORDS: A CLOZE ACTIVITY



A. Fill in the blanks below by writing a word for each category.

1. adjective: _____

8. adverb: _____

2. proper noun (name of a specific place): _____

9. present-tense action verb: _____

3. plural common noun: _____

10. present-tense action verb: _____

4. adverb: _____

11. present-tense action verb: _____

5. adjective: _____

12. interjection: _____

6. singular common noun: _____

13. adjective: _____

7. interjection: _____

14. adverb: _____

B. Now create a wacky story by filling in the blanks with the words you wrote above. Write each word in the space that matches the number. When you're finished, read your story to a classmate.

MONGO AND MCGEE'S (1) _____ ADVENTURE

Mongo and McGee drove away from their home in

(2) _____.

"Just our luck!" McGee groaned as he realized there were

(3) _____ falling from the sky. "What a way to start a camping trip!"

"Don't worry," Mongo said (4) _____. "I'm sure this will be a

(5) _____ trip!"

"Mongo, you're such a (6) _____!" McGee said.

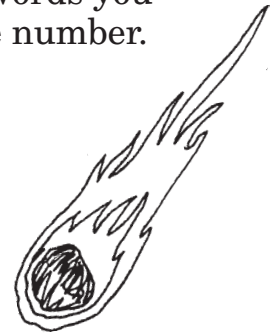
"(7) _____!" he cried (8) _____. "What's going on?"

The car had started to (9) _____ and (10) _____.

McGee decided the only thing to do was to (11) _____.

"(12) _____, McGee!" exclaimed Mongo. "I'd call this a

(13) _____ adventure! Let's go home (14) _____."



**GETTING COMFORTABLE WITH WORDS: REVIEW**

The sentences below tell a mystery story. After you read each sentence, follow the directions in parentheses.

1. Lottie enjoyed working with her lab partner, a tall, red-headed girl named Angie. (Circle the third letter of the first proper noun.)
2. Lottie and Angie always waved and smiled when they saw each other. (Circle the first letter of the first verb.)
3. One day Lottie saw Angie in the food court of the shopping mall. (Circle the first letter of the first preposition.)
4. Lottie waved and smiled, but Angie just stared past her. (Circle the second letter of the first conjunction.)
5. “Angie!” Lottie shouted, but she received no response. (Circle the first letter of the first verb.)
6. “Hi!” Lottie shouted again, thinking Angie might not have seen her in the crowd. (Circle the second letter of an interjection.)
7. Angie passed by as if Lottie did not exist. (Circle the third letter of the first verb.)
8. Lottie felt ignored and unhappy. (Circle the fourth letter of a proper noun.)
9. Eventually, she began to feel angry, too. (Circle the first letter of the first adverb.)
10. What could explain the strange behavior? (Circle the third letter of an adjective.)



Now solve the mystery by writing the circled letters on the blanks below.

Answer:

This was Angie’s

 .

1 2 3 4 5 6 7 8 9 10



GETTING COMFORTABLE WITH WORDS: QUIZ



- A.** Complete the sentences with the names of the parts of speech listed in the box. Use *consonants* to fill in the blanks. Hint: You will *not* use all the words in the box.

interjection	adjective	adverb	common noun
preposition	conjunction	interjection	proper noun

1. A ___o__e__ __ou__ is a word that names a particular person, place, or thing.
2. A ___o__ __o__ __ou__ is a word that names any person, place, or thing.
3. A ___o__ou__ is a noun substitute.
4. A word or phrase that shows surprise or strong feeling is an i___e___e___io__.
5. A linking word that joins ideas is called a ___o__ __u__ __io__.



- B.** Circle the word that belongs in each group. Then name the part of speech.

1. important, handsome,
(gentleman / gentle / gently)

PART OF SPEECH: _____

2. over, in, (sky / above / but)

PART OF SPEECH: _____

3. shoe, Chicago, (song / sing / sank)

PART OF SPEECH: _____

4. silently, extremely,
(hurry / speedily / freeway)

PART OF SPEECH: _____

5. Oh, Hurrah, (and / yet / Wow)

PART OF SPEECH: _____

6. and, but, (on / or / tin)

PART OF SPEECH: _____

7. they, she, (Marylou / above / we)

PART OF SPEECH: _____

8. ask, are, (suggest / topic / underneath)

PART OF SPEECH: _____



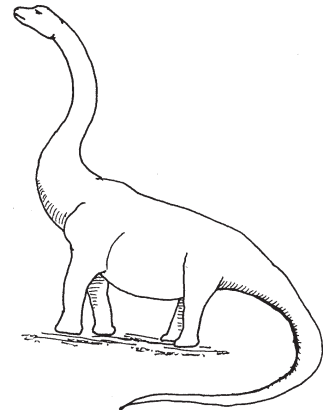
GETTING COMFORTABLE WITH SENTENCES: RECOGNIZING A SENTENCE



◆ Review these important facts about *sentences*.

- A sentence:
- expresses a complete thought.
 - begins with a capital letter and ends with an end mark.
 - has a noun or pronoun in its subject and a verb in its predicate.
 - can be a statement, question, exclamation, or command.

Seven of the following word groups are sentences. Three are not. Check each word group to see if it matches the qualifications described above. If the word group is a complete sentence, mark it with an **S**. At the end of the sentence, tell whether it is a *statement*, *question*, *exclamation*, or *command*. The first one has been done for you. (If the item is **not** a sentence, leave the lines blank.)



1. S The Brachiosaurus belonged to a group of giant dinosaurs. statement
2. _____ It roamed North America and Africa ages ago. _____
3. _____ What did the Brachiosaurus look like? _____
4. _____ More than 75 feet long and 40 feet tall! _____
5. _____ Had a huge body. _____
6. _____ Its head, however, was quite small. _____
7. _____ Scientists once discovered an entire Brachiosaurus skeleton. _____
8. _____ Rebuilt it and put it in a museum. _____
9. _____ Museum visitors, don't touch that skeleton! _____
10. _____ Wow! That Brachiosaurus is really huge! _____
11. _____ It is the largest animal skeleton ever found and rebuilt. _____

CHALLENGE: On the back of this sheet, write four sentences about an interesting animal. Write one statement, one question, one exclamation, and one command. Exchange papers with another student and make sure your classmate has written complete sentences.



GETTING COMFORTABLE WITH SENTENCES: WRITING A SIMPLE SENTENCE



- ◆ A *simple sentence* has a subject and a predicate. The subject includes a noun or pronoun and tells who or what the sentence is about. The predicate includes a verb that either tells what the subject does or expresses its state of being.

EXAMPLES:

My unusual friend eats chocolate-covered worms.

NOUN VERB
 ↑ ↑
 SUBJECT PREDICATE

Doug is an odd fellow.

NOUN VERB
 ↑ ↑
 SUBJECT PREDICATE

- A.** Make a complete single sentence by matching each word group in the first column with a word group in the second column. Draw lines to show your matches.

- | | |
|--------------------------------------|---------------------------------------|
| 1. _____ the lazy cat | a. gets the worm |
| 2. _____ know the best fishing holes | b. waited nervously for her interview |
| 3. _____ wore a silly red nose | c. the experienced fishermen |
| 4. _____ the first job applicant | d. purred softly in the sun |
| 5. _____ the early bird | e. the circus clown |

- B.** Each of the following word groups needs either a subject or a predicate to be a complete simple sentence. Write *subject* or *predicate* to show which sentence part is missing. Then write a complete sentence by adding your own words. Use correct capitalization and punctuation. The first one has been done for you.

1. predicate the sputtering engine
The sputtering engine coughed and died.
2. _____ burst through the front door

3. _____ eats tacos in bed

4. _____ is ready for a nap

5. _____ a cold wind from the north

CHALLENGE: On the back of this sheet, use each of the following noun-verb pairs to write a complete sentence: *parents / taught, job / was, stranger / disappeared, storm / brought, I / left.*



GETTING COMFORTABLE WITH SENTENCES: PREPOSITIONAL PHRASES



- ◆ A *phrase* is a unit of two or more words that cannot stand alone. It is part of a sentence. A phrase does *not* have both a subject and a predicate. A *prepositional phrase* always has a preposition and an object (a noun or pronoun that follows the preposition).

EXAMPLE: Our antique clock sits ^{PREPOSITION} above ^{OBJECT} our fireplace.
 PREPOSITIONAL PHRASE

A prepositional phrase serves the same function as an adjective or an adverb. It adds meaning by telling *which one, where, when, how, why, or to what extent*.

- A.** Underline the prepositional phrase in each sentence. Then write *which one, where, when, how, why, or to what extent* on each line.

1. _____ Justin often takes the bus in the morning.
2. _____ He catches it at dawn.
3. _____ The city bus stops on the corner.
4. _____ It takes him directly to his office.
5. _____ He makes the bus trip with several neighbors.
6. _____ The bus with air conditioning is their favorite one.
7. _____ The riders appreciate relief on hot summer days.

- B.** Complete each sentence with a prepositional phrase that adds meaning. Use some of the following prepositions:

on	between	with	over	out	above	after
in	around	of	about	down	along	through

1. We usually eat dinner _____.
2. The coat _____ is mine.
3. Don't forget to put the cat _____.
4. The horse galloped _____.

CHALLENGE: On the back of this sheet, write original sentences using the following prepositional phrases: *on the desk, in my dream, with great excitement, at midnight, with modern features*.

**GETTING COMFORTABLE WITH SENTENCES: USING DESCRIPTIVE PHRASES**

- ◆ Sometimes writers add a description *after* a noun. These descriptive words and phrases are set off by commas.

EXAMPLE: My uncle, *a baker*, has to be at work at 4:00 A.M.

Another type of descriptive phrase begins with a verb form that ends in *-ing*. This type of phrase is also set off by commas.

EXAMPLE: *Feeling tired*, the teacher dismissed class early.



A. Underline the descriptive phrase in each sentence.

1. Hoping to make the basketball team, Leroy practiced five hours a day.
2. Leroy, a six-foot guard, shot eight out of ten from the free-throw line.
3. The car alarm, a loud whistle, went off in the middle of the night.
4. Hearing the noise, I called the police.

B. Combine each pair of sentences by turning the **boldface** sentence into a descriptive phrase. Write a phrase that uses another noun to describe or explain—or use a phrase that begins with an *-ing* verb. Set off the descriptive phrases with commas. The first one has been done for you.

1. She got a job at Betty's Kitchen. Betty's is the cafe on Main Street.
She got a job at Betty's Kitchen, the cafe on Main Street.
2. The doctor came into the room. **She was smiling as if she had good news.**

3. Teresa opened the window wide. **She let the fresh air into the house.**

4. Frank seems to know something about everything. **Frank is an avid reader.**

CHALLENGE: Have you learned how to write descriptive phrases like the ones above? On the back of this sheet, write a sentence about each of the following topics: *an excellent instructor, a special belonging, a funny friend.*

**GETTING COMFORTABLE WITH SENTENCES: WRITING COMPOUND SENTENCES**

- ◆ To avoid writing too many short sentences, writers sometimes join two simple sentences with a comma and a conjunction. These *compound sentences* usually link thoughts with a conjunction such as *and*, *or*, *but*, *so*, or *yet*. The conjunction shows how the two sentence parts are related.

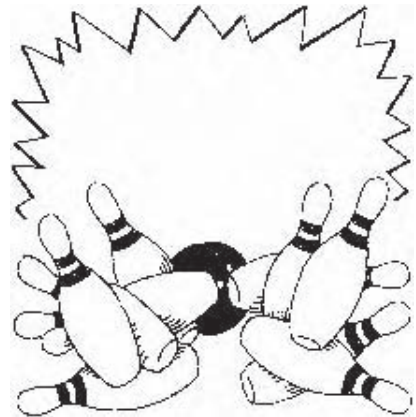
EXAMPLES: Mike scored an 80 on his driving test, so he got his license.
The lights in the house were on, but no one answered the door.

- A.** Read the following sentences. Write **S** if the item is a *simple sentence*. Write **C** if it is a *compound sentence*. (Remember that each part of a compound sentence has a subject and a predicate.)

1. _____ Orville and Wilbur Wright tested their flying machine on December 17, 1903.
2. _____ Orville stretched out on the wing, and Wilbur lashed a strap around him.
3. _____ The plane was fighting a brisk wind, but it moved steadily forward.
4. _____ The Wright brothers' flying machine rose into the air and flew for 12 seconds.

- B.** Circle the conjunction that best shows how the two sentence parts are related.

1. A restaurant can cater the dinner,
(or / but) I will make the food myself.
2. Brooke had never bowled before, (yet / or)
she got three strikes in a row.
3. The meal was ready, (so / but) the guests had not arrived.
4. Sharon made a salad, (and / or) Harvey brought the dessert.
5. The fried fish smelled good, (and / but) it tasted terrible!



CHALLENGE: On the back of this sheet, rewrite each pair of simple sentences as a compound sentence.

1. The cookies were low in fat. They were very high in sugar.
2. There are only 10 seconds left on the game clock. The score is tied.



GETTING COMFORTABLE WITH SENTENCES: CLAUSES I



- ◆ A *clause* is a group of words that contains both a subject and a verb. The words in a clause work as a unit to add meaning to a sentence.

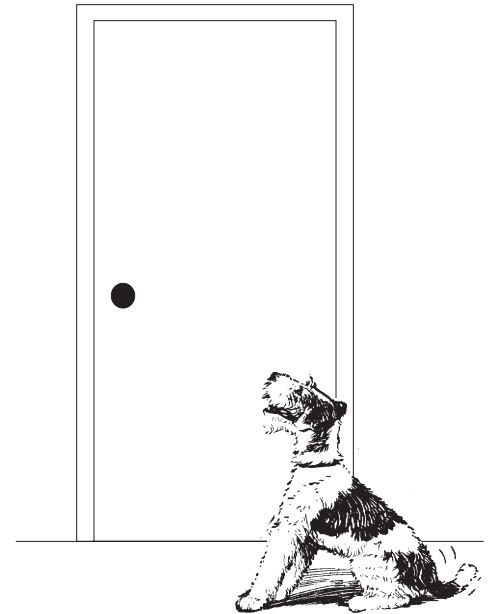
EXAMPLES:

SUBJECT VERB
 ↑ ↑
He bought a car *that does not run*.

SUBJECT VERB
 ↑ ↑
When our *dog barks*, he wants to go outside.

- A.** Decide whether each **boldface** word group is a *clause* or a *phrase*. Ask yourself if the word group has a subject and a verb. If your answer is yes, you are looking at a clause! Write **P** for *phrase* or **C** for *clause* on each line.

1. ____ The kite **soared in the wind**.
2. ____ The little boy **who clutched the kite string** suddenly shouted.
3. ____ The wind, **gusting to 25 miles an hour**, picked up the child.
4. ____ **As the kite soared higher**, the boy rose too.
5. ____ The child, **a very brave boy**, waved to the people below.



- B.** Notice the **boldface** clause in each sentence. Then circle the subject and underline the verb or verb phrase in each clause.

1. I don't like comedians **who make fun of politicians**.
2. **When the curtain fell**, the audience stood and applauded.
3. The ice cream, **which came in 15 flavors**, was sweet and delicious.
4. We should buy our new computer **before the sale ends**.
5. **If Jasper doesn't pay his parking ticket**, the fine will double.

CHALLENGE: On the back of this sheet, complete each sentence by adding a clause.

1. My favorite restaurant, which _____, serves great food.
2. I like to spend time with people who _____.

**GETTING COMFORTABLE WITH SENTENCES: CLAUSES II**

- ◇ Some clauses add meaning to nouns and pronouns just as adjectives do.

EXAMPLE: The sales clerk, *who knew all about plants*, suggested I buy a cactus.

When an *adjective clause* is **necessary** to the meaning of the sentence, it is not set off by commas.

EXAMPLE: He uses golf clubs *that once belonged to Tiger Woods*.
(The sentence does not make its point without the clause.)

When an *adjective clause* is **not necessary** to the meaning of the sentence, it is set off by commas.

EXAMPLE: His golf clubs, *which he bought at an auction*, once belonged to Tiger Woods. (The sentence would make its point without the clause.)

- A.** Underline the adjective clause in each sentence. If it is *not* necessary to the meaning of the sentence, set it off with commas.

1. I think people who drink and drive are stupid.
2. The golfer who has the lowest score is the winner.
3. Fresh lettuce which I bought at Star Market was the main ingredient.
4. Michael who should know better was in a fistfight.

- ◇ Some clauses add meaning to verbs just as adverbs do. *Adverbial clauses* can tell *when*, *why*, *how*, or *where*.

EXAMPLE: *When the holiday season is over*, the store closes for a week.
(The adverbial clause tells *when*.)

Tanisha wore a rain coat *because clouds were rolling in*.
(The adverbial clause tells *why*.)

When an adverbial clause comes at the beginning of a sentence, it is followed by a comma. When it comes at the end of a sentence, it is not set off by a comma.

- B.** First underline the adverbial clause in each sentence. Then, if the clause comes at the beginning of the sentence, set it off with a comma.

1. When an adverbial clause starts a sentence it is followed by a comma.
2. A comma is not needed if the clause comes at the end.
3. I forget about everything else when I watch a good movie.
4. After I saw *Star Wars* I dreamed I was an astronaut.



GETTING COMFORTABLE WITH SENTENCES: REVIEW PUZZLE



A. Use a word from the box to complete each sentence.

adjective necessary	adverb noun	clause phrase	comma simple	compound verb
------------------------	----------------	------------------	-----------------	------------------

- The _____ is the main part of a sentence subject.
- The sentence predicate always has a _____.
- A _____ sentence expresses one complete thought and has one subject-predicate combination.
- A _____ sentence is two simple sentences joined by a comma and a conjunction such as *or*, *and*, or *but*.
- A _____ is a unit of two or more words that cannot stand alone but acts as part of a sentence.
- A _____ is a group of words that contains both a subject and a verb and acts as part of a sentence.
- A phrase or clause that adds meaning to a noun or pronoun does the job of an _____.
- A phrase or clause that adds meaning to a verb does the job of an _____.
- When an adverbial clause comes at the beginning of a sentence, it is followed by a _____.
- Do not set off an adjective clause with commas when it is _____ to the meaning of the sentence.

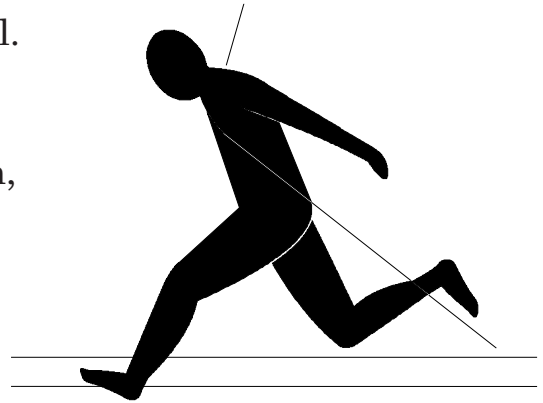
B. Find and circle the review words hidden in the puzzle. They may go up, down, across, backward, or diagonally.

R	S	I	M	P	L	E	Y	P
N	O	U	N	O	S	G	R	A
C	O	M	M	A	T	E	A	D
O	I	J	R	A	C	S	S	J
M	R	H	L	K	L	U	S	E
P	P	C	K	U	A	A	E	C
O	B	E	A	D	U	L	C	T
U	V	R	P	Q	S	C	E	I
N	J	I	E	U	E	O	N	V
D	M	A	D	V	E	R	B	E

**GETTING COMFORTABLE WITH SENTENCES: QUIZ YOURSELF ON SENTENCES I**

A. Underline only the complete sentences.

1. The Boston Marathon takes place in April.
2. Runners from around the world.
3. Tackle a 26.2-mile course from Hopkinton, Massachusetts to Boston.
4. The racers set off for Boston at noon.
5. There is a wheelchair division for physically challenged racers.



B. Write **S** by each *simple sentence*. Write **C** by each *compound sentence*.

1. _____ The marathon course winds through countryside and small towns.
2. _____ Marathon rules appear in many sports magazines, or interested athletes can check the Internet.
3. _____ It takes hard work to qualify for the marathon, and most runners spend years training.
4. _____ In 1897, 15 men raced a 24.5-mile course in the first Boston Marathon.
5. _____ In 2000, the course was 26.2 miles long, and more than 16,000 men and women ran the race.

C. Write a letter to match each **boldface** word group with its description.

- | | |
|---|---|
| 1. _____ When the runners near Boston, the scenery changes from rural to urban. | a. prepositional phrase |
| 2. _____ The race ends in Boston's Back Bay. | b. descriptive phrase with <i>-ing</i> verb |
| 3. _____ The course, which runs up and down hills, peaks at Heartbreak Hill. | c. adjective clause |
| 4. _____ Most runners, hoping just to finish "The Boston," don't expect to win the great race. | d. adverbial clause |



IMPROVING SENTENCES: REPAIRING FRAGMENTS



- ◆ A fragment is incomplete; it cannot stand on its own as a sentence. A fragment is usually missing either a subject or a verb.

A. Write a checkmark to tell why each item below is a fragment.

		MISSING A SUBJECT	MISSING A PREDICATE	HAS A SUBJECT AND PREDICATE BUT CAN'T STAND ALONE
1.	Following the row of lights.			
2.	The bird with the bent beak.			
3.	Copied word for word in his report.			
4.	When we opened the ticking box.			
5.	Then, opening the ticking box.			



B. Repair the sentence fragments. Either turn them into separate, complete sentences or join them to make one sentence.

1. On her first solo drive, Ann's car broke down. Right in the middle of the intersection.

2. Tyrone takes two after-school classes. Piano and self-defense.

3. I finally found my homework in the refrigerator. A very odd place.

4. Vince's boss sent him to the storeroom. And asked him to bring back a box of napkins.

5. Over by the fire. It's a good place to dry your wet clothing.

**IMPROVING SENTENCES: REPAIRING RUN-ONS**

- ◆ A run-on sentence incorrectly contains two or more sentences.
Writers can repair run-ons in two ways.

- (1) They can split a run-on into separate sentences.

RUN-ON: Jackie Robinson was a great athlete he was the first African-American to play major league baseball.

CORRECTLY SEPARATED SENTENCES: Jackie Robinson was a great athlete.
He was the first African-American to play major league baseball.

- (2) Complete sentences *within* a run-on can be combined into one sentence.

CORRECTLY COMBINED SENTENCES: Jackie Robinson, a great athlete, was the first African-American to play major league baseball.

OR: Jackie Robinson was a great athlete, and he was the first African-American to play major league baseball.

Repair each run-on sentence in two ways. First, split the run-on into two separate sentences. Then combine the ideas correctly by writing a compound sentence or by using a phrase or clause. The first one has been done for you.

1. **RUN-ON:** Lady Bird Johnson was the wife of President Lyndon Johnson she was a first lady with an unusual name.

SEPARATED SENTENCES: Lady Bird Johnson was the wife of President Lyndon Johnson. She was a first lady with an unusual name.

COMBINED SENTENCE: Lady Bird Johnson, a first lady with an unusual name, was the wife of President Lyndon Johnson.

2. **RUN-ON:** Hiram Revels was the first African-American U.S. senator he was elected in Mississippi in 1870.

SEPARATED SENTENCES: _____

COMBINED SENTENCE: _____

3. **RUN-ON:** Jonas Salk defeated a terrible disease he developed a polio vaccine.

SEPARATED SENTENCES: _____

COMBINED SENTENCE: _____

**IMPROVING SENTENCES: MAKING CONNECTIONS/COMBINING SENTENCES**

◆ Add interest and rhythm to your writing by varying the length of your sentences.

A. Combine each pair of sentences into one longer sentence. Use the method shown in parentheses.

1. (WRITE A COMPOUND SENTENCE.) Stumpy was a little dog. He thought he was big.

2. (USE A PREPOSITIONAL PHRASE.) Little Stumpy growled. He growled at big dogs.

3. (USE AN ADJECTIVE CLAUSE.) Our dog Stumpy was smaller than most cats. He picked fights with the neighbor's St. Bernard.

4. (USE AN ADVERBIAL CLAUSE.) Stumpy would bare his teeth. He'd do this before he attacked.

5. (USE A DESCRIPTIVE PHRASE.) Stumpy had a bad attitude. Stumpy was a toy poodle.

B. The paragraph below contains many short, choppy sentences. Rewrite the paragraph on the back of this sheet. Combine some of the short sentences to create a better rhythm.

THE GHOST SHIP

A Japanese legend tells of a mysterious ship. It usually appears around midnight. Fishermen see it sailing. It is sailing against the wind. They say the ship's sails are torn. They say the mast is broken. The railings are missing. There are people on deck. They are wailing. Their voices do not sound human. The boat appears quickly. It disappears quickly. It is a ghost ship. It sails the midnight seas. It has sailed the seas for centuries.

**IMPROVING SENTENCES: REPAIRING PRONOUN PROBLEMS**

◆ Good writers avoid *redundancy*—the uninteresting repetition of words. When you find yourself repeating nouns, try using pronouns as noun substitutes. Just make sure the pronoun you use agrees in number and gender with the noun it replaces.

A. Find the pronoun problems. Write **C** by the *correct* items. Put a checkmark by those with pronoun errors. (You should find four errors.) Then underline the problem pronoun and write a correct pronoun above it. The first one has been done for you.

1. ☒ Modern eye doctors sometimes treat ^{their}~~his~~ patients with a laser.
2. ☐ A laser beam projects in one ray. He is like a rod.
3. ☐ The single beam can punch a hole in metal. It can drill hundreds of holes in the head of a pin.
4. ☐ Doctors might use a laser instead of a scalpel to treat her patients.
5. ☐ If you have ever listened to a compact disc, you've used laser light.
6. ☐ Laser beams read signals on compact discs. Store clerks also use it to scan package bar codes.

B. Improve this redundant paragraph by substituting pronouns for **some** of the nouns. Make sure each pronoun you use agrees with the noun it replaces in number and gender. Write the improved paragraph on the back of this sheet.



In 1818, Mary Shelley wrote a frightening tale. Mary Shelley's story told of the scientist, Dr. Victor Frankenstein, and Dr. Frankenstein's mad experiment. Dr. Frankenstein built a being in the form of a man. Dr. Frankenstein made the being out of dead body parts. Dr. Frankenstein brought the being to life with electricity. The being was very lonely. The being's loneliness turned the being into a monster, and the monster killed members of Dr. Frankenstein's family. The monster finally killed Dr. Frankenstein himself. The story of Dr. Frankenstein and Dr. Frankenstein's monster has become popular. In fact, the story is one of the world's most famous horror tales.

**IMPROVING SENTENCES: DETAILS, DETAILS!**

- ◆ Sentences communicate ideas more clearly when they include specific details. Writers add adjectives, adverbs, and prepositional phrases to make their sentences more interesting and vivid.

EXAMPLE: The boy dug.

The tiny, two-year-old boy dug frantically in the sand with his red tin shovel.

↓
ADJ.

↓
ADJ.

↓
ADVERB

↓
PREP. PHRASE

↓
PREP. PHRASE

A. Expand each sentence by rewriting it according to the directions.

1. **The camper started a fire.** (ADD AN ADJECTIVE AND AN ADVERB.)

2. **The deer fell.** (ADD AN ADJECTIVE AND A PREPOSITIONAL PHRASE.)

3. **The telephone rang.** (ADD AN ADVERB AND A PREPOSITIONAL PHRASE.)

4. **The robber fled.** (ADD AN ADJECTIVE, AN ADVERB, AND A PREPOSITIONAL PHRASE.)

5. **The police followed the robber.** (ADD TWO ADJECTIVES, AN ADVERB, AND A PREPOSITIONAL PHRASE.)

B. Improve each sentence below by adding details. Use adjectives, adverbs, and prepositional phrases to communicate the idea more clearly. Write your improved sentences on the back of this sheet.

- | | | |
|-------------------------------|--------------------------------|-----------------------------|
| 1. <i>The monster rose.</i> | 3. <i>The snake slithered.</i> | 5. <i>Sarah ran.</i> |
| 2. <i>The herd stampeded.</i> | 4. <i>Everyone applauded.</i> | 6. <i>The Titanic sank.</i> |

Now compare your improved sentences with a classmate's. Notice how details affect sentence meaning.



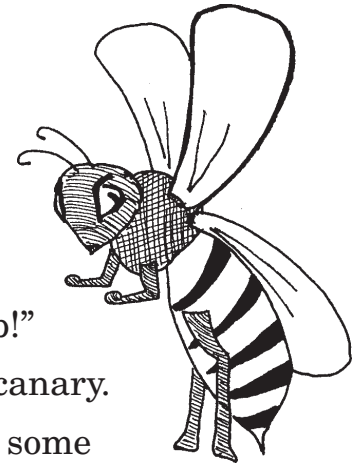
IMPROVING SENTENCES: AVOIDING CLICHÉS



- ◆ Writers try to avoid *clichés*—overused expressions that most of us have heard many times. Instead of using clichés, make your points with original words.

A. To avoid using clichés, you must first *recognize* them. Underline the cliché in each sentence.

1. “I’m just as mad as a hornet!” Fran exclaimed.
2. “I’ve been up since the crack of dawn,” Fran went on, “trying to find information for my report.”
3. “This darn computer is as old as the hills!” she exclaimed. “Every time I get on the Web, it freezes up!”
4. Her mother smiled, looking like the cat that ate the canary.
5. “I’ve decided to throw caution to the wind and spend some extra money,” she said.
6. Fran’s mother was as pleased as punch to present her daughter with a new computer.
7. Fran gave her mother a big bear hug.



B. Which word from the box completes each cliché? Use the words to solve the crossword puzzle.

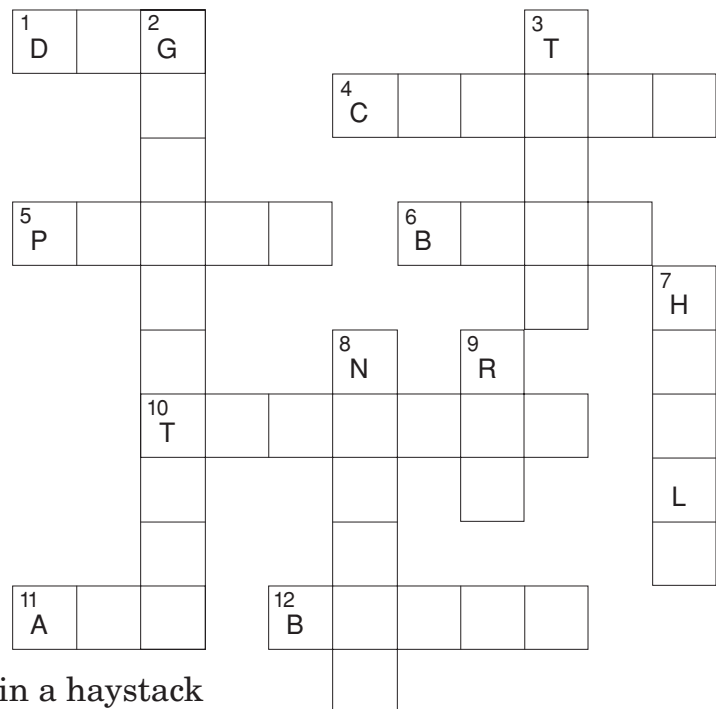
grindstone	hills	bush
thieves	dog	block
punch	axe	toast
needle	red	colors

ACROSS

1. sick as a ____
4. show one’s true ____
5. beat someone to the ____
6. don’t beat around the ____
10. thick as ____
11. an ____ to grind
12. a chip off the old ____

DOWN

2. nose to the ____
3. warm as ____
7. old as the ____
8. like a ____ in a haystack
9. so mad you see ____



CHALLENGE: Select four clichés from Part B. On the back of this sheet, express the same idea in your own words.

**IMPROVING SENTENCES: EXPANDING VOCABULARY**

- ◆ Good writers don't quickly settle for the first word that comes to mind. They look for a more interesting, more specific *synonym*—a word that means nearly the same thing.

A. Write two letters to show the synonyms of the **boldface** words.

- | | | |
|---------------------------------|---------------|--------------------|
| 1. _____, _____ laugh | a. exhausted | f. chortle |
| 2. _____, _____ huge | b. tremendous | g. timid |
| 3. _____, _____ tired | c. wan | h. ashen |
| 4. _____, _____ cowardly | d. chuckle | i. chicken-hearted |
| 5. _____, _____ pale | e. gargantuan | j. fatigued |

B. Replace each **boldface** word with a synonym. Write the new words on the lines.

Roland was **unhappy** (_____). All day, it had seemed like a cloud of bad luck was **hanging** (_____) over his head. First, he'd overslept and then **run** (_____) through the rain to the bus stop. He got there in time to see the bus **leave** (_____). **Mad** (_____) and **wet** (_____), Roland **walked** (_____) the two miles to school. When he arrived, Roland **looked** (_____) at the building with **surprise** (_____). The rooms were dark. The doors were locked.

Roland **saw** (_____) a gardener trimming bushes outside the school. "Where are the students?" Roland **asked** (_____). "I **guess** (_____) they're at home in bed," the gardener **said** (_____). He looked at Roland as if he were **crazy** (_____). "That's a **good** (_____) place to be on a Saturday morning!"

CHALLENGE: Compare the new version of "Roland's Day" with the original. On the back of this sheet, tell which version you prefer and why.

**IMPROVING SENTENCES: USING A THESAURUS**

- ◆ When you look up a word in the dictionary, you will often find the word's *synonyms* (words that have the same or nearly the same meaning). A *thesaurus* is a special book that gives longer lists of synonyms. Like a dictionary, a thesaurus organizes words in alphabetical order. Many computer word processing programs include a thesaurus in the *tools menu*. You can highlight a word on your computer screen, go to *thesaurus*, and view a list of synonyms.

Write three synonyms for each of the **boldface** words. Use a *dictionary* or *thesaurus* to complete this activity.

1. Clara Harper **lived** in a **house** near the railroad bridge.

lived: _____

house: _____

2. One night, a **terrible storm** washed out the bridge.

terrible: _____

storm: _____

3. Clara **walked** to the train **station** to **tell** the stationmaster.

walk: _____

station: _____

tell: _____

4. **Brave** Clara had to **fight** the **strong** wind and **rain**, but she was not **scared**.

brave: _____

fight: _____

strong: _____

rain: _____

scared: _____

5. "Stop the train!" Clara **yelled**, and the **surprised** stationmaster acted **quickly**.

yelled: _____

surprised: _____

quickly: _____

CHALLENGE: On the back of this sheet, rewrite each of the above sentences.

Use a synonym in place of each **boldface** word. Choose the synonym you think is most effective. (You may need to change some sentences a little bit.)

**IMPROVING SENTENCES: USING SYNONYMS AND ANTONYMS TO SUGGEST MEANING**

- ◆ Sometimes writers use *synonyms* (words with nearly the same meaning) and *antonyms* (words with opposite meanings) to help their readers understand difficult words.

EXAMPLE: When watching a video, it's important to have an *abundance* of snacks! You'll probably want *plenty* of popcorn.
(*Abundance* and *plenty* are synonyms. Understanding one of the words helps a reader understand the other.)

A. Write **S** for *synonyms* or **A** for *antonyms* to identify the **boldface** word pair.

1. _____ You may have heard of King Arthur, a **mythical** king of England. This **legendary** hero is said to have ruled in the Middle Ages.
2. _____ To prove he was the rightful king, Arthur had to pull out a sword that was **embedded** in a stone. When Arthur freed the **buried** sword, everyone cheered.
3. _____ Other **nobles** had unsuccessfully tried to dislodge the sword. Even a few **commoners** had tried their luck.
4. _____ Although many nobles made **false** claims to the throne, Arthur was the **authentic** king of England.
5. _____ Arthur was quickly **inaugurated** as king. After he was **crowned**, he proved to be a wise ruler.

B. Underline the two synonyms in each item. Then circle the word in parentheses that is an antonym of the pair. The first one has been done for you.

1. Merlin, who had magic powers, used sorcery to help King Arthur. (wizardry / powers / (science))
2. The stories of Arthur and his knights tell of heroic characters and their brave deeds. (cowardly / courageous / valiant)
3. Many of Arthur's adventures take place on the dank and damp English moors. (arid / clammy / moist)
4. Arthur cherished his queen who was also adored by the knight, Sir Lancelot. (loved / disliked / admired)
5. This love triangle brought disaster and destruction to Camelot. (calamity / catastrophe / fortune)

CHALLENGE: On the back of this sheet, use each of the following words in a sentence: *risky*, *cooperative*, *generous*, *wealthy*, *sweltering*. Then write a second sentence that uses a synonym or antonym for each word. Underline the synonyms and antonyms.



IMPROVING SENTENCES: WORD CONNOTATIONS



◆ Word *connotations* are the ideas and feelings that most people associate with certain words. These feelings go beyond the word's actual definition. For example, the words *slender* and *skinny* have similar definitions. Each word, however, calls up different ideas and emotions. One is likely to make a reader think of good, positive things. The other is a negative word. You can use word connotations to get your message across to your reader.

A. Circle the word in each group that has the most *positive* connotation.

- | | |
|----------------------------|-----------------------------------|
| 1. argue, discuss, quarrel | 3. tall, stately, gangly |
| 2. nag, pester, remind | 4. conceited, snobbish, confident |

B. Circle the word in each group that has the most *negative* connotation.

- | | |
|--------------------------------|-----------------------------|
| 1. bossy, forceful, commanding | 3. shy, bashful, reserved |
| 2. smile, grin, smirk | 4. mellow, easy-going, lazy |

C. Look at the connotation ladder below. The center box contains a neutral word. The upper boxes contain synonyms with more positive connotations. The lower boxes contain synonyms with more negative connotations.

Now create your own connotation ladder, using words from the box.

cheap	economical	frugal
stingy	tight-fisted	thrifty

extraordinary	
unique	+
unusual	
strange	0
odd	
weird	-
bizarre	

	+
price-conscious	0
	-

CHALLENGE: The following sentences create negative pictures. On the back of this sheet, rewrite the sentences to suggest pleasant ideas. Just change the **boldface** words to words with more positive connotations.

- Lynn's mother **badgered** her about doing her homework.
- Julia's little brother, Alvin, **tagged along** wherever she went.



IMPROVING SENTENCES: FIGURES OF SPEECH I



- ◆ *Figures of speech* are expressions that the writer doesn't mean to be taken literally. Look at this example: *The parking attendant waved his arms like a windmill.* The writer doesn't mean that the attendant's arms *really* went all the way around like a windmill. The figure of speech is used to create a lively, interesting picture for the reader.

The chart below shows two kinds of common figures of speech.

FIGURE OF SPEECH	DEFINITION	EXAMPLE
Simile	a comparison of two unlike things; uses the word <i>like</i> or <i>as</i>	The snow on the hill was like vanilla frosting on a cupcake.
Metaphor	an implied comparison of unlike things; does not use <i>like</i> or <i>as</i>	The coast highway is a roller coaster.

- A.** Figures of speech help a reader understand exactly what the writer means. Circle the letter of the sentence in each pair that creates a clearer picture.
- a. As I entered the boxing ring, I saw that I was much smaller and weaker than my opponent.

b. As I entered the boxing ring, I saw that I was a toy poodle facing a wolf!
 - a. The autumn leaves crunched like potato chips under our feet.

b. The autumn leaves crunched loudly under our feet.
 - a. My little sister is like a puppy, following on my heels wherever I go.

b. My little sister always follows me closely wherever I go.
- B.** Underline the two items being compared in each sentence. Then write **S** or **M** on the line to show whether the figure of speech is a *simile* or *metaphor*. The first one has been done for you.
1. S Like ants approaching a picnic basket, the children marched single file toward the sea.
 2. _____ The sun, a blazing ball of fire, tanned the children's faces.
 3. _____ "Don't forget your sunscreen!" the mother-hen of a teacher clucked.
 4. _____ Her students were already rolling in the sand like playful puppies.

CHALLENGE: On the back of this sheet, write your own similes and metaphors by completing the following comparisons:

The wind was a . . .

The classroom sounded like . . .



IMPROVING SENTENCES: FIGURES OF SPEECH II



- ◆ The following chart shows two figures of speech that writers use. Readers should not take these expressions literally. Writers use them to make their ideas clear.

FIGURE OF SPEECH	DEFINITION	EXAMPLE
Personification	giving the qualities of life to an object or idea	"Winter's coming," whispered the icy wind.
Hyperbole	a gross exaggeration	I'll get those tickets if I have to wait in line a hundred years!

- A.** Each sentence contains one figure of speech. Draw lines to match each sentence with the figure of speech it contains.

- | | |
|---|---------------------------|
| 1. He found himself in the cold clutches of cruel jealousy. | a. simile |
| 2. My ideas are Ping-Pong balls bouncing within my head. | b. metaphor |
| 3. Like a robot, Stanley moved along the assembly line. | c. personification |
| 4. I'll die if anyone sees me in these pants! | d. hyperbole |

- B.** The world's greatest writers often used figures of speech. Identify the figure of speech used in each quotation. On each line, write **S** for *simile*, **M** for *metaphor*, **P** for *personification*, or **H** for *hyperbole*.

- _____ The horse was just a raging torrent inside. –*Sherwood Anderson*
- _____ All the world's a stage, / And all the men and women, merely players. –*Shakespeare ("As You Like It")*
- _____ His master's voice acted on Buck like an electric shock. –*Jack London (Call of the Wild)*
- _____ There came a wind like a bugle; / It quivered in through the grass. –*Emily Dickinson*
- _____ The last time I saw Paris, her heart was warm and gay . . . –*Oscar Hammerstein*
- _____ You have been crying until you are half-blind . . . –*Charles Dickens (Great Expectations)*
- _____ A horse! A horse! My kingdom for a horse! –*Shakespeare (Richard III)*

CHALLENGE: On the back of this sheet, write a paragraph describing a memorable airplane flight, boat trip, train ride, or hike. Use at least two different figures of speech.



IMPROVING SENTENCES: AVOIDING COMMON PITFALLS



- ◆ The chart below shows three common writing errors. Study the information to help you avoid the problems described.

ERROR	EXAMPLE	CORRECTION
non-parallel structure	(INCORRECT) We had fun swimming, sunbathing, and on surfboards. (CORRECT) We had fun swimming, sunbathing, and surfing.	Similar parts, or elements, of a sentence must be in the same form.
dangling modifiers	(INCORRECT) Exhausted from a late-night party, my test score was 0. (CORRECT) Exhausted from a late-night party, I got a 0 on my test.	Make sure the word or phrase describes is in the sentence!
misplaced modifiers	(INCORRECT) I photographed my dog using a new camera. (CORRECT) Using a new camera, I photographed my dog.	Descriptive words should be close to the word they modify!

Identify the writing problem in each sentence. Write **NP** for *non-parallel structure*, **DM** for *dangling modifier*, or **MM** for *misplaced modifier*.

- _____ Standing at the door, the room seems very large.
- _____ Hanging on a hook in my locker, I saw my red backpack.
- _____ In the dark I recognized my cousin by her laugh, her voice, and because her perfume smelled familiar.
- _____ At age 87, the day came when Benjamin Franklin died.
- _____ Ben Franklin was known for being thrifty, wise, and he had a good sense of humor.
- _____ The oldest member of the Constitutional Convention, the U.S. Constitution and the Declaration of Independence were both signed by Ben Franklin.
- _____ After warming up, the trumpets began to play.
- _____ Thanking everyone for coming, the party ended with a speech by the host.
- _____ Would you rather be a police officer, a firefighter, or work in an auto mechanic's garage?
- _____ After tightening the bolts on the wheel, the car was ready to roll.

CHALLENGE: Select three sentences from Part A—one for each of the three writing errors. On the back of this sheet, rewrite the sentences you chose, making the needed corrections.



IMPROVING SENTENCES: PROOFREADING AND REPAIRING ERRORS



- ◆ Before you write a final copy, you should proofread and edit your rough draft. This chart of standard proofreader's marks can help you mark different kinds of errors.

MARK	MEANING	MARK	MEANING
	Delete (Remove word, letter, or punctuation mark.)		Insert a comma.
	Insert (Add a word, letter, or punctuation mark.)		Insert a period.
	Transpose (Reverse the order of two letters or words.)		Insert an apostrophe.
	Uppercase (Change to a capital letter.)		Insert a quotation mark.
	Lowercase (Change to a small letter.)		Start a new paragraph.
			Correct misspelling.

EXAMPLE: don't recopy your papper until you've ~~proofed~~^{proofread} your ~~your~~ work.

- A.** Proofread the paragraph below. Find and mark three errors in each sentence.

Long ago the greeks held contests to to honor a god Athletes from a round the land gathered to demunstrat their skills in various sports. These contests held almost 3,000 years ago, were the the first olympic Games. For five day, all wars halted and piece rulled the land. Greeces greatest warriors were also the greatest athletes and they were busy racing chariots throwing javelins, and running relays. winners received crowns of olive leaves on the festivals finnal day. "I honor you in the name of the gods " ! A purple-robed Judge would declare. Then the citys of greece went back to war. !

- B.** Rewrite the paragraph correctly on the lines below.

[illegible]

**IMPROVING SENTENCES: REVIEW MYSTERY**

◆ The sentences below tell about a “mystery person”—a very famous character from history. Each sentence contains two errors. Rewrite the sentences correctly on the lines. As you work, try to guess the person’s identity. (You’ll find the mystery name written upside down on the bottom of this sheet.)

1. This character she was known for being witty, being beautiful, and her charm.

2. This woman an ancient queen held their own with the most powerful men.

3. Julius Caesar and Mark Anthony great leaders of Rome both fell in love with this dark-haired beauty?

4. The queen was ambitious she tried to win mens hearts to gain political power.

5. her own heart, however, was as cold as ice

6. When the queen tried to win a third Romans heart she had less luck.

7. Stories say that, embarrassed and alone, a snake became her weapon

8. The Queen of the Nile held the snake on her arm. And she died of her bite.

Who was this ambitious queen? _____



IMPROVING SENTENCES: QUIZ YOURSELF ON SENTENCES II



A. First write **F** by each *sentence fragment* and **R** by each *run-on*.
Then correct the error by rewriting the item on the line.

- Complete sentence fragments by making them whole sentences.
- Repair run-ons by separating them into two complete sentences or correctly combining them into one sentence.

1. ____ Only one word describes the old Witt mansion that word is spooky.

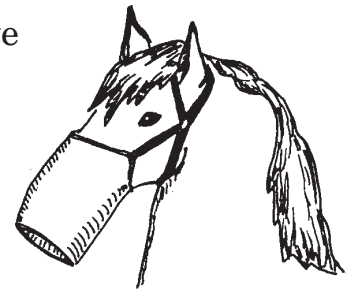
2. ____ In 1900, a night of horrible screams.

3. ____ After that night no one ever saw Mrs. Witt again the police never solved the case.

4. ____ To this day, strange moaning noises, flashing lights, and objects moving all by themselves.

B. First underline the *cliché* in each sentence. Then improve the sentence by taking three steps:

- | | |
|---|---|
| • Add specific details. | • Include an original simile or metaphor in at least two of your sentences. |
| • Replace the boldfaced words with more colorful, precise ones. | |



1. The Thanksgiving table held a **meal** fit for a king.

2. "I plan to eat like a horse!" I **said**.

3. When the dog **ate** the turkey, I was as mad as a hornet.

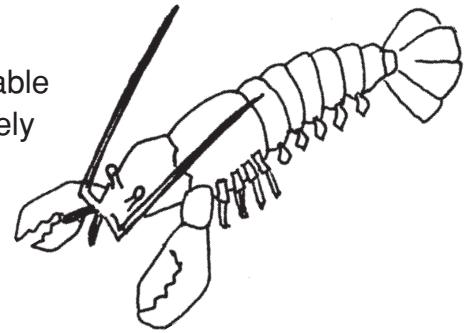
**GETTING COMFORTABLE WITH PARAGRAPHS: EXPRESSING THE MAIN IDEA**

- ◆ The first step in writing a strong paragraph is writing a good *topic sentence*. Because the topic sentence presents the main idea, it's the foundation of your paragraph. All the sentences in the paragraph support the main idea.

A. Underline the topic sentence in each paragraph. (Note: While the topic sentence is often the first sentence in a paragraph, it may appear in the middle or at the end.)

1. Last weekend I learned that money is not the greatest reward. On Saturday night my band was well-paid for playing at a private party. On Sunday, we donated our time at a children's hospital. Now, a week later, I can't remember where all the cash went. But when I close my eyes, I can still see the beaming faces of the hospital patients.

2. The lobster has two pairs of feelers and five pairs of legs. Two large claws, almost as long as its body, reach out in front. Its eyes dangle on two thick, movable stalks. The lobster's blood is blue! The lobster is surely one of the most peculiar creatures around!



B. Write a topic sentence for each set of details.

1. • Martha's first husband died when she was 26.
• On January 6, 1759, she married Colonel George Washington.
• Martha followed her husband from one army post to another.
• She spent much of a long, freezing winter in Valley Forge.
• In 1789, her husband became the first president of the United States.

TOPIC SENTENCE: _____

2. • Olive leaves have long symbolized peace and hope.
• Noah knew the flood was over when a dove brought him an olive branch.
• The laurel leaf is a symbol of victory.
• The ancient Greeks awarded laurel crowns to newly chosen public officials.
• The oak leaf stands for strength, glory, and honor.
• The Romans decorated their war heroes with crowns of oak leaves.

TOPIC SENTENCE: _____

**GETTING COMFORTABLE WITH PARAGRAPHS: DEVELOPING THE MAIN IDEA I**

- ◇ Every detail sentence in a paragraph should relate to the topic sentence. Writers make sure that each detail adds something to the main idea.

A. Read each **boldface** topic sentence. Circle the letter of the detail sentence that would belong in the paragraph.

1. **This modern age is an era of specialists.**

- a. When I phoned for a plumber, I was asked if I needed a “faucet physician,” a “drain doctor,” or a “toilet technician.”
- b. Our family doctor, Dr. Rembolt, has taken care of me for many years.

2. **Colin thinks about nothing but baseball.**

- a. He plays first base for the Ridgefield Rangers and is very good.
- b. He wrote his term report on Babe Ruth, decorated his locker with baseball pennants, and has a part-time job in a baseball card store.

3. **Sometimes I wonder why our school has a student council.**

- a. The staff makes all final decisions about dress codes, school parties, and after-school activities.
- b. Sharon McKinney, a excellent leader, is the new student body president.

B. Once you have a topic sentence, you can generate detail sentences by asking yourself questions about your topic. Read the topic sentence below. Then make up answers to the questions.

TOPIC SENTENCE: **I learned the hard way that putting things off until tomorrow can be a big mistake!**

- 1. What did you put off? _____

- 2. Why did you procrastinate? _____

- 3. What were the results of your procrastination? _____

- 4. Why was this incident important? _____

CHALLENGE: Use an idea from Part B to write a paragraph on the back of this sheet. Don’t forget to include a strong topic sentence.

**GETTING COMFORTABLE WITH PARAGRAPHS: DEVELOPING THE MAIN IDEA II**

- ◆ Remember that every detail sentence must support the main idea expressed in the topic sentence.

A. Each paragraph below contains a sentence that does *not* support the topic. Underline the topic sentence with one line. Then find the detail sentence that does not belong and underline it with two lines.

1. The 1932 kidnapping of aviator Charles Lindbergh's infant son was one of the tragedies of the century. Politicians offered to help track down the kidnapper. Religious leaders said prayers. Although the Lindberghs paid a \$50,000 ransom, their baby was found dead. Charles Lindbergh had won \$25,000 when he made the first solo flight across the Atlantic. Police believed little Charles, Jr. had been killed the night of the kidnapping.
2. The 1950s are sometimes described as the years of the young rebels. Films like *Rebel Without a Cause* (1955) and *The Wild One* (1954) showed defiant teenagers riding motorcycles and wearing black leather jackets. Another popular film of the fifties was *The African Queen*. Some parents worried that rock and roll star Elvis Presley, with his tight clothes and loud music, was a bad influence. "What's happening to the youth?" they asked, pointing to statistics that showed a rise in juvenile crime.

B. In well-written clear paragraphs, detail sentences appear in a logical order. The sentences below are scrambled paragraph details. On the blanks following the detail sentences, enter the numbers of sentences in the order they should be arranged.

TOPIC SENTENCE: **Sioux leader Sitting Bull was the last Native-American chief to give in to reservation life.**

1. After two years in prison, Sitting Bull was sent to the Standing Rock Reservation.
2. He and a loyal band of followers escaped to Canada.
3. At last Sitting Bull agreed to return to America.
4. In Canada, food was scarce, and Sitting Bull's people wanted to go home.
5. Sitting Bull decided he would rather die than live on a reservation.
6. Upon his return, Sitting Bull was arrested and jailed.

LOGICAL ORDER: _____, _____, _____, _____, _____, _____

CHALLENGE: On the back of this sheet, write a paragraph that presents events in the order they happened. Choose one of the following topics: *a party I won't forget, the day I met my best friend, an important election.*

**GETTING COMFORTABLE WITH PARAGRAPHS: WRITING TO COMPARE**

- ◆ One good way to develop a paragraph is to *compare* two things—to show how they are alike. The topic sentence sets up the comparison. Paragraph details support the topic sentence. The following topic sentence might begin a paragraph of comparison: *Both Mexico and Hawaii are good vacation choices.*

A. Read each pair of sentences. Then circle a letter to show the topic sentence that could begin a paragraph of comparison.

1. a. Trumpeter Miles Davis and actor James Dean both added “cool” to the cool generation of the 1950s.
b. Miles Davis showed what the fifties were all about in his record album *Birth of the Cool*.
2. a. Americans must conserve their natural resources to prevent a fuel crisis.
b. Natural gas and electricity are equally important resources that fuel America.
3. a. Speed-Rite and LifeSafe are equally fine brands of auto tires.
b. An automobile’s tires are among its most important safety features.
4. a. Certain types of people seek high-risk adventure.
b. Skydiving and rock climbing are both high-risk sports.
5. a. Learning to ski may be easier and less costly than you think!
b. Snow skiing and water skiing share similar features.

B. Writers often use the words in the box to let readers know they’re making a comparison. Underline the clue words in the items below.

both	similarly	also	likewise	in the same manner	equally
-------------	------------------	-------------	-----------------	---------------------------	----------------

1. Both German Shepherds and Akitas make good guard dogs.
2. The German Shepherd can be very protective. Likewise, the Akita is loyal to its owner and home.
3. My friend Laurie seems to find humor in every situation. In the same manner, her mother turns problems into jokes.
4. The Porsche and the Alfa Romeo are equally fine European sports cars.
5. Beans are high in fiber and protein. Nuts also provide these dietary essentials.

CHALLENGE: On the back of this sheet, write a paragraph comparing two things. Begin by writing a topic that sets up the comparison. Then provide at least three details to support the comparison. Use at least two transitional words from the box in Part B.

**GETTING COMFORTABLE WITH PARAGRAPHS: WRITING TO CONTRAST**

- ◆ Writers sometimes build paragraphs by *contrasting* two things—pointing out their differences. The topic sentence sets up the contrast, and detail sentences develop that idea. The following topic sentence might begin a paragraph of contrast: *The Tuttlesville Turtles and the Hollyton Hares play very different styles of basketball.*

A. Check the two sentences that could begin a paragraph of contrast.

1. _____ The Republican and Democrat candidates expressed contrary views.
2. _____ The states of Alaska and Minnesota have similar climates.
3. _____ I've heard that opposites attract, and my girlfriend Deb is surely different from me!

B. Certain words and phrases are useful in paragraphs of contrast. Circle the hidden words and phrases where you find them in the puzzle. Words may go up, down, across, backward, or diagonally. Check off each word as you find it.

- | | |
|-------------------------|----------------|
| _____ INSTEAD OF | _____ YET |
| _____ ON THE CONTRARY | _____ WHILE |
| _____ NEVERTHELESS | _____ RATHER |
| _____ IN SPITE OF | _____ WHEREAS |
| _____ ON THE OTHER HAND | _____ BUT |
| _____ IN CONTRAST | _____ ALTHOUGH |
| _____ HOWEVER | _____ STILL |

P	A	T	O	O	R	G	M	B	U	T
A	I	L	N	N	W	H	I	L	E	A
R	D	W	T	T	L	L	I	T	S	N
B	P	H	H	H	O	C	E	I	S	G
I	R	E	E	E	O	N	O	N	E	I
N	X	R	C	O	E	U	K	A	L	N
S	E	E	O	T	V	E	G	E	E	C
P	N	A	N	H	N	I	T	H	H	O
I	N	S	T	E	A	D	O	F	T	N
T	U	K	R	R	E	H	T	A	R	T
E	A	E	A	H	O	W	E	V	E	R
O	M	Q	R	A	R	T	E	S	V	A
F	I	U	Y	N	O	S	Y	W	E	S
Y	E	T	P	D	L	R	E	O	N	T

C. The following paragraph is developed through contrast. Underline the topic sentence. Circle clue words from the puzzle that are used to signal contrast.

Today's situation comedies are different from the earliest TV sitcoms. *I Love Lucy*, the highest rated program of the fifties, showed a white, married couple living together with a child. The husband worked. The wife was a trouble-making homemaker. This was a typical sitcom family. In today's shows, however, viewers meet all sorts of family groups. For example, they might see a single dad raising kids with a live-in grandfather. Rather than avoiding difficult topics, sitcoms now tackle subjects such as divorce, unemployment, self-esteem, and racial tension. In contrast to early TV, television today seems to offer a more realistic view of life.

**GETTING COMFORTABLE WITH PARAGRAPHS: THE NARRATIVE PARAGRAPH**

◆ A *narrative paragraph* tells a story that may be true or imaginary. This kind of paragraph answers the question, “What happened?” The details in a narrative are usually told in chronological order.

A. When you write a *personal narrative*, you tell the story of something that happened to you. Read each question below. Then answer the question by writing a topic sentence that could begin a narrative paragraph.

1. What is your earliest memory as a child? _____

2. What is the most frightening situation you’ve been in? _____

3. What happened to make you feel proud of yourself? _____

4. What was one of the happiest days of your life? _____

5. What situation makes you laugh to recall? _____

6. What childhood experience will you tell to your children? _____

B. You can come up with details for your narrative paragraph by asking yourself these questions: *Who? What? Where? When? Why? How?*

Choose one of the topic sentences you wrote in Part A and rewrite it below. Then answer each question about the event.

TOPIC SENTENCE: _____

1. **Who?** _____
2. **What?** _____
3. **When?** _____
4. **Where?** _____
5. **Why?** _____

CHALLENGE: Use the topic sentence and answers above to write a narrative paragraph. Write your one-paragraph story on the back of this sheet.



GETTING COMFORTABLE WITH PARAGRAPHS: USING TRANSITIONS I



- ◆ Good writers use *transitional words or phrases* to guide their readers through a paragraph. These words show the connection between one sentence and another.

TRANSITIONS THAT SHOW TIME		
at the same time	once	then
before long	at last	first
meanwhile	soon	today
afterward	after	next
finally	as	later

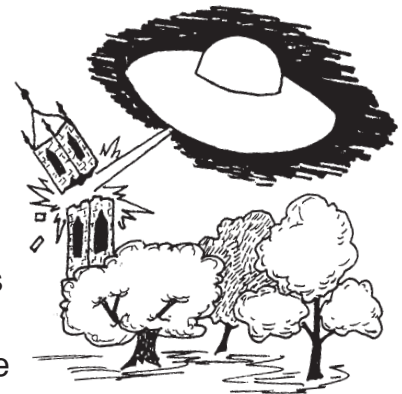
TRANSITIONS THAT SHOW HOW ONE IDEA RELATES TO ANOTHER		
as a result	therefore	another
in conclusion	however	indeed
in addition	even so	also
for example	most importantly	
fortunately		

A. Complete the transitional words by filling in the missing letters.

- O__ __e the people of North America had to carry their own belongings from place to place. L__t__ __, the Spaniards brought horses as beasts of burden.
- It's important to think about safety in every room in the house. A wet bathroom floor, f__ __ e__ __ m__ __ __, can be slippery and dangerous.
- When preparing for an adventure, campers should f__ __s__ make a list of the things they need to pack. N__ __t, they should determine which items they have and which they need to buy.
- I never remember to water my plant.
F__ __t__ __ __ __ __l__, it is a cactus.

B. Underline the transitional words and phrases in the following paragraph.

On October 30, 1938, New York radio-listeners couldn't believe what they were hearing! First an announcer said that Martians had landed. Then the voice warned everyone to stay calm. However, many New Yorkers panicked! After hearing that the Martians were armed with death-rays, people ran from their homes. Fortunately, some stayed tuned to their radios. They finally heard this important announcement: "This has been a presentation of Orson Welles and the Mercury Theater of the Air. We hope you enjoyed our version of *The War of the Worlds* by H. G. Wells." The radio show had been Halloween entertainment.



CHALLENGE: Cut out a newspaper or magazine article. Then paste or staple it to the back of this sheet. Circle any transitional words and phrases you find in the article.

**GETTING COMFORTABLE WITH PARAGRAPHS: CONCLUDING A PARAGRAPH**

- ◇ Paragraphs that stand alone usually have a concluding sentence. This final sentence does not add new details. Instead, it summarizes and restates the main idea of the paragraph.

- A.** Circle a letter to show the best concluding sentence for the following paragraph.

In the early 1900s, American reformers fought for greatly needed child labor laws. Children were working long hours in dangerous factories. They breathed the dust of coal mines. They worked 12-hour days in cotton mills. Each year, thousands of working children were killed or injured.

- a. Indeed, the time had come to pass laws that would protect these children.
- b. One child, for example, sweated from 5:00 P.M. to 5:00 A.M. each night in front of a glass blower's furnace.

- B.** Transitional words or phrases can signal the reader that the writer is concluding the paragraph. Circle the four transitional words or phrases that would most likely introduce a concluding sentence.

on the other hand

for example

thus

first

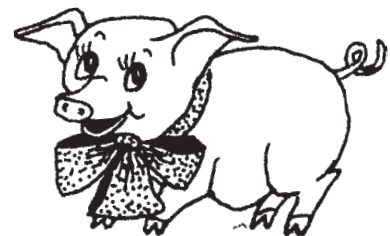
in conclusion

in summary

in comparison

indeed

- CHALLENGE:** Write a concluding sentence for the paragraph below. Use a transitional expression to signal the reader that this is the conclusion.



Creative teens have found some unusual part-time jobs. In her spare time, one junior-high student cleans cages at the local petting zoo. Another dresses up like a hamburger and hands out restaurant ads. A 15-year-old animal lover not only pet-sits for neighborhood dogs, but also walks a ferret, exercises hamsters, sets up aquariums, and grooms a pot-bellied pig.

**GETTING COMFORTABLE WITH PARAGRAPHS: USING TRANSITIONS II**

- ◆ Remember that transitional words provide links between sentences within a paragraph. You can also use transitional words to show links between paragraphs.

A. Read the transitional words in the box. Then separate the transitional words and phrases into six categories.

on the other hand	similarly	in addition	as a result	now	also
in conclusion	however	for example	farther	after	below
for instance	such as	furthermore	next	above	thus

1. SHOW ADDITION OR INCREASE

4. SHOW COMPARISON OR CONTRAST

2. EXPLAIN

5. SHOW TIME

3. SHOW PLACE

6. SHOW RESULT OR CONCLUSION

B. Use transitional words and phrases in your writing, but don't overdo it! The items below have *too many* transitional expressions. Put parentheses around the unnecessary words and phrases. The first one has been done for you.

- My friend Marshall is always late. (On the other hand,) his brother, Casey, however, always shows up on time.
- A yearly physical examination can be important. Specifically, your doctor may find that you need a change in diet, for example. Moreover, you might, in addition, be taking unnecessary medications. As a result of your check-up, you might therefore make some needed changes in your lifestyle.
- Getting a house ready for winter is a big job. To begin with, homeowners should first have a furnace tune-up. Then they should next shut off outside water faucets. In addition, they should also cover the faucets with insulating material. In the same manner, they should additionally wrap other exposed pipes. Finally, a check for roof leaks can, in the end, prevent major trouble when the storms come.

**GETTING COMFORTABLE WITH PARAGRAPHS: REVIEW MYSTERY**

- A.** Read the following solution to a great universal mystery. It's a totally phony story, but it shows imagination! As you read, review paragraph development by doing the following: (1) Underline the topic sentence with one line, (2) Circle any transitional words and phrases, (3) Underline the concluding sentence with two lines.

Why do men's and women's jackets fasten on different sides?

There is a good reason why the buttons on men's and women's jackets are on opposite sides of the garment. In days of yore, men were often called upon to duel to the death. As a result, gents had to quickly draw their swords when challenged to a fight. Since most men were right-handed, they unbuttoned their jackets with their left hand. This left their right hand free to seize their sword quickly. Before long, in a symbolic anti-violence protest, ladies sewed their buttons on the opposite side of their jackets. Thus began a tradition that has continued to this day.

- B.** On the back of this sheet, write a one-paragraph answer to any three of the following mystery questions. Your answer does not have to contain a bit of truth—but try to make it sound like the response of an expert! Be sure each paragraph has a *topic sentence* and a *concluding sentence*. Use *transitional words and phrases* to guide your reader.

Great Mysteries of the Universe: (choose three)

1. Why do roosters have red combs on top of their heads?
2. Why are there buttons on the cuffs of coats?
3. Why do ants march in single-file lines?
4. Why do bears hibernate in the winter?
5. Why don't men wear skirts?
6. Why do firefighters wear red?
7. Why do brides wear white?
8. Why is there a queen bee but no king?
9. Why do men traditionally have shorter hair than women?
10. Why can we sometimes see the moon shining during the day?



**GETTING COMFORTABLE WITH PARAGRAPHS: PARAGRAPHS QUIZ**

A. Circle a letter to show how each sentence should be completed.

- | | |
|---|---|
| <p>1. The three main parts of a paragraph are</p> <ul style="list-style-type: none"> a. the noun, verb, and preposition. b. the subject, predicate, and prepositional phrase. c. the topic sentence, supporting details, and concluding sentence. | <p>3. The purpose of a narrative paragraph is to</p> <ul style="list-style-type: none"> a. contrast or compare two things. b. persuade the reader. c. tell a story. |
| <p>2. The purpose of the topic sentence is to</p> <ul style="list-style-type: none"> a. state the main idea of the paragraph. b. convince your reader that you are right. c. conclude the paragraph. | <p>4. A detail sentence does not belong in a paragraph if it</p> <ul style="list-style-type: none"> a. does not relate to the topic sentence. b. cannot be proven true. c. gives an opinion rather than stating a fact. |

B. To show how each topic sentence should be developed, write *compare*, *contrast*, or *narrative*.

1. I should have listened to warnings and prepared for the hurricane. _____
2. Bumblebees and yellow jackets are very different insects. _____
3. My neighbor raised his dog the same way he raised his children. _____

C. Complete each item below.

1. Write a sentence that sets up a comparison.

2. Write a sentence that sets up a contrast.

3. Fill in each category with two transitional words or phrases.

SIMILARITIES BETWEEN THINGS

DIFFERENCES BETWEEN THINGS

TO SIGNAL A CONCLUSION

**GETTING STARTED (PREWRITING): SELECTING TOPICS**

◆ Before you write, make sure the topic you choose is appropriate to your assignment.

- Make sure you can handle the topic. If you don't intend to do research, be sure you can support the main idea with your own knowledge and experience.

A. Put a checkmark (✓) by topics you could write about without researching outside sources.

- | | |
|---|---|
| 1. _____ a mountain adventure | 6. _____ how to make good use of a rainy Sunday |
| 2. _____ the eruption of Mount St. Helens | 7. _____ the inventions of Thomas Edison |
| 3. _____ why mountains erupt | 8. _____ my sister's butterfly collection |
| 4. _____ the childhood of Abraham Lincoln | 9. _____ the life cycle of a butterfly |
| 5. _____ a lunchroom disaster | 10. _____ a moonlight walk |

- Don't choose a topic that is too narrow. You should be able to think of *at least* three important points to develop your topic sentence.

B. Put a plus (+) by topics that are broad enough to develop into an interesting paragraph. Put a minus (–) by those that would probably be too limited to provide interesting details.

- | | |
|----------------------------------|--|
| 1. _____ How to open a can | 4. _____ How to mail a letter |
| 2. _____ My new pencil sharpener | 5. _____ What I ate for breakfast |
| 3. _____ My new hobby | 6. _____ Disaster at the breakfast table |

- Don't choose a topic that is too broad. For example, you could not fully cover "Pollution" in one paragraph. If, however, you limited the topic to "Saving energy at home," you could do the subject justice by presenting specific details.

C. Underline the one topic in each group that is narrow enough for a paragraph.

1. special effects / how the movies make men fly / movies I have seen
2. a touchdown to remember / college football / the San Francisco Giants
3. food / restaurants / my favorite restaurant

CHALLENGE: On the back of this sheet, narrow each broad subject below by making it more specific: *houses, bugs, novels, family, fish.*

**GETTING STARTED (PREWRITING): RECOGNIZING YOUR AUDIENCE**

- ◆ Before you write, think about who your readers are likely to be. This will help you determine the tone and style of your writing. Consider the interests of your particular *audience*. Are you writing for teachers or for teenaged friends? Are you writing for preschool children or for prospective employers?

AS YOU PLAN YOUR WRITING, ASK YOURSELF: _____

- Who are my readers?
- Is my subject appropriate for this audience?
- What tone—formal or informal, humorous or serious—is appropriate for this audience?
- How much or how little does the audience know about my subject?

- A.** Write a letter to match each topic in the first column with a likely audience listed in the second column. (You may use a letter more than once.)

- | | |
|--|----------------------|
| 1. _____ the purpose of the 19th Amendment | a. classmates |
| 2. _____ how to have an awesome weekend | b. teachers |
| 3. _____ why I'm right for the job | c. employers |
| 4. _____ Lulu Bear's trip to the hospital | d. children |
| 5. _____ why I should be elected class president | |

- B.** Imagine you are describing some simple thing to readers who have absolutely no knowledge of that thing. For each topic, write a descriptive sentence that involves several senses.

1. Describe a snowstorm to people who have never left the tropics.

2. Describe a sunset to blind people.

3. Describe thunder to deaf people.

CHALLENGE: Choose one title and write a paragraph directed at the teachers in your school. Then write a second paragraph directed at your fellow students. If you keep your audience in mind, your paragraphs may differ in content and will surely differ in style! Write on the back of this sheet.

- TOPICS:** • *Down With the Dress Code!* • *Thoughts on Homework*
 • *Secrets of Success* • *A Movie I Think You'd Enjoy*

**GETTING STARTED (PREWRITING): RECOGNIZING YOUR PURPOSE**

- ◆ Your paragraphs will be stronger if you are clear about your *purpose* before you write. Suppose you are writing a paragraph about the legal driving age in your state. If your purpose was to *inform*, what details would you likely include? If you are writing to *persuade*, what details would you include? As you plan your writing, ask yourself:

- What is my *reason* for writing?
- What *effect* do I want my writing to have?

- A.** Read the list of topics. Using choices from the box, write the most likely purpose next to each topic. The first one has been done for you.

to inform	to compare/contrast	to persuade	to describe	to entertain
-----------	---------------------	-------------	-------------	--------------

- | | |
|---|------------------|
| 1. how your city got its name | <u>to inform</u> |
| 2. the wacky adventure of Detective Duck | _____ |
| 3. consumer choices: a station wagon vs. a sports utility vehicle | _____ |
| 4. Waikiki sunset | _____ |
| 5. Amber Aguero for class president | _____ |

- B.** Think about the broad topic, “city life.” On the lines below, write three different topic sentences for three different purposes.

1. **PURPOSE: to persuade readers to visit your city**

TOPIC SENTENCE: _____

2. **PURPOSE: to compare your city with another city**

TOPIC SENTENCE: _____

3. **PURPOSE: to describe the most beautiful (or ugliest) spot in your city**

TOPIC SENTENCE: _____

CHALLENGE: On the back of this sheet, use one of the sentences you wrote in Part B as the topic sentence of a paragraph. Keep your purpose in mind as you add details to your paragraph.

**GETTING STARTED (PREWRITING): WAKE UP AND SMELL THE IDEAS—GENERATING WRITING TOPICS**

- ◆ Student writers sometimes complain that they have nothing to write about. If you're living in this world, you have something to say about it! The things you see, smell, taste, hear, and touch are there to describe. Look in a newspaper or magazine for articles that spark your interest. Check inside your own head. There are memories, opinions, and ideas rattling around in there! The exercises on this page should help you collect some writing ideas.

A. Look around! Think about things you see everyday—such as the sun coming through the fog or a line of people at the movie theater. List six interesting scenes you've already seen today.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

B. Read with interest! Scan headlines and interesting articles in a newspaper or magazine. On the lines below, list six topics that you found exciting, weird, or in some way interesting.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

C. Get inside your head! What are your own hopes, dreams, and opinions? What unique memories could you share? Answer the following questions.

1. What is something you believe in and could persuade others to believe?

2. What experience stands out in your mind from this past year?

3. What one thing do you wish would happen to you tomorrow?

CHALLENGE: On the back of this sheet, write a paragraph based on one of the ideas you generated above.



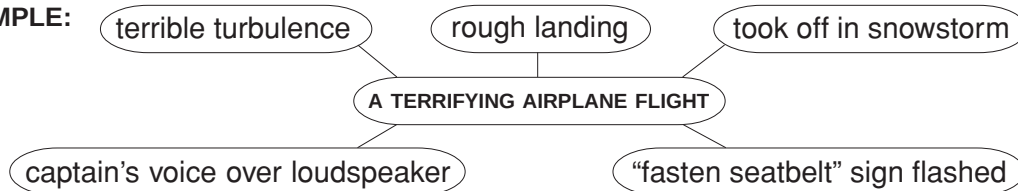
GETTING STARTED (PREWRITING): PLAN AHEAD: DIAGRAMMING AND OUTLINING IDEAS



Writers who begin their paragraphs without planning ahead may find themselves rambling. A little preplanning can make your writing more manageable and the final results a lot clearer. Practice two simple ways to plan a paragraph:

- You can make a web diagram of your paragraph before you write. Write your main idea in a center circle. In surrounding circles write several details that support the main idea.

EXAMPLE:



Complete the web diagrams with details. Make sure each detail supports the idea stated in the center circle. Add more outer circles if you need to.

```

graph TD
    A1([MY DREAM JOB]) --- B1[ ]
    A1 --- C1[ ]
    A1 --- D1[ ]
    A1 --- E1[ ]
    A1 --- F1[ ]
    
    A2([OUR HOLIDAY CELEBRATION]) --- B2[ ]
    A2 --- C2[ ]
    A2 --- D2[ ]
    A2 --- E2[ ]
    A2 --- F2[ ]
  
```

- You can also plan a paragraph by making a simple outline showing your main idea and supporting details.

EXAMPLE:

- I. The day my appliances turned against me
 - a. computer glitch caused history report to disappear
 - b. microwave over-zapped lunch into a pile of ashes
 - c. vacuum blew dust out instead of sucking it in
 - d. answering machine erased message from boyfriend

CHALLENGE: On the back of this sheet, make simple outlines for paragraphs on *two* topics of your choice.

**WRITING FOR DAILY LIFE: LETTERS OF INVITATION**

- Imagine you are planning a party. How will you let your party guests know about the event? You might telephone to invite them. You might send a preprinted form. You might write a letter announcing the event.

Read the letter of invitation below. Notice that it follows the proper form for a friendly letter. Then answer the questions that follow.

Annie Pappas
1421 West Chestnut St.
Parkersville, FL 86721

Dear Marcus,

I am giving a party to celebrate the start of summer break and would very much like you to come. The party will be on Saturday, June 15, at 6:30 P.M. Please come to our neighborhood recreation center for a dinner barbecue, games, and dancing. The address is 1575 West Elm Street (just one block north of my house). Wear casual clothing and bring your favorite CDs for dancing! Hope to see you there!

Your pal,
Annie Pappas

RSVP 697-1855

1. Circle the items of information that Annie's invitation includes.

a. type of event	e. appropriate dress	i. time party begins
b. date	f. reason for party	j. if a meal will be served
c. place	g. what to bring	k. where to respond to invitation
d. guest list	h. time party ends	l. if guests should bring gifts
2. Answer these questions about the party.
 - a. What is Annie's home address? _____
 - b. Is this where the party will be held? _____ If not, what is the party address? _____
 - c. Will there be both boys and girls at this party? _____ What makes you think so? _____
 - d. What type of food will be served? _____
 - e. What do the letters *RSVP* ask the guest to do? _____

CHALLENGE: On the back of this sheet, write a letter of invitation to an imaginary event. Use the letter above as a model.



WRITING FOR DAILY LIFE: A LETTER TO THE EDITOR



◆ Most newspapers encourage readers to write letters to the editor. These letters express opinions on topics of public interest. A letter to a school newspaper might present a reader's opinion of a new policy on tardies. A letter to a city paper might give an opinion on such topics as a ballot measure before the voters. Letters to the editor are usually written in business letter form.

A. To be convincing, an opinion must be supported with reasons, facts, and/or examples. Read each item below. If it includes a supporting *reason, fact, or example*, put a plus (+) mark by the number. If it is an unsupported *opinion*, put a minus (–).

1. _____ I think the new Zoomero is an excellent car, and shoppers would be wise to consider buying one.
2. _____ I believe this year's Zoomero is a wise buy. The car provides the latest safety features at a modest price.
3. _____ After giving it some thought, I've decided it would be a good idea for our school to allow students to go off campus for lunch.
4. _____ After an area survey, I've found that 8 out of 10 residents are unhappy with their garbage service. It's clear to me that a change is needed.

B. Write a letter to the editor expressing your opinion on a specific topic. Present a convincing argument by giving good reasons, facts, and examples that support your opinion. Be sure to qualify your opinions with phrases such as “in my opinion” or “I believe.”

YOUR NAME AND ADDRESS →

DATE →

← NAME AND ADDRESS OF NEWSPAPER

To the editor:

Sincerely,

**WRITING FOR DAILY LIFE: A LETTER OF REQUEST**

- ◇ You will sometimes need to write a letter of request. For example, you may write to an employer to ask for a job interview, or you may order a product. Such letters of request are business letters and should follow the proper form. It is important to include all the information someone would need to respond to your request.

Imagine that you are applying for a job as summer camp counselor. You will write a letter to Ms. Marjorie Sees, Director of Camp Whadagoottyme. Plan your letter by answering the following questions.

1. Why are you writing this letter? _____

2. What are some important personal details about who you are (name, age, education, related experience)? _____

3. Why is this job interesting to you? _____

4. Where did you learn about the camp? _____

5. What qualifies you for work as a counselor? _____

6. When are you available for an interview? _____

7. When would you be able to begin work? _____

8. Who might the employer contact as a personal reference (someone who could tell about your good qualities and capabilities)? _____

9. Write a good closing sentence for your letter. _____

CHALLENGE: On the back of this sheet, write your letter to the director of Camp Whadagoottyme. Be sure to use the correct business letter form. Include a heading, inside address, greeting, closing, and signature. Use your imagination to come up with the camp address and other details.

**WRITING FOR DAILY LIFE: A LETTER OF COMPLAINT**

- ◆ Sometimes it is necessary to complain in writing! A letter of complaint is another type of business letter. Its purpose is to clearly and politely express dissatisfaction with a product or service. The letter should also suggest what might be done to correct the problem.

How is a valid complaint different from whining? A convincing protest is supported with facts, reasons, and examples. Read each complaint below. Then do the following:

- Write one reason, fact, or example to support the complaint.
- Explain how you would like the problem to be remedied.

Use your imagination. The first item has been done for you.

- I have a problem with the Sky-High Scooter I ordered from your catalog.
 - The metal finish developed rust spots after just two weeks of use.*
 - I would like information on how to return the product for a refund.*
- The room I was given at your hotel was not what I expected.
 - _____
 - _____
- Your monthly yard care service has been unsatisfactory.
 - _____
 - _____
- Your dog is becoming a neighborhood problem.
 - _____
 - _____
- I had to wait in line a half-hour before getting service at the bank.
 - _____
 - _____
- This is the second time your driver has delivered cold pizza.
 - _____
 - _____

CHALLENGE: Is there something you'd like to complain about? Perhaps you bought a product that didn't perform as expected. Maybe you had a bad meal or poor service at a restaurant. On the back of this sheet, write a letter of complaint. Be sure to support your complaint with specific reasons, facts, and examples. Remember to explain how you'd like your complaint handled.

**WRITING FOR DAILY LIFE: ANSWERING QUESTIONS**

◆ Writing skills are important in all your classes. Test questions in any subject often call for short, written answers. Don't forget to write complete sentences and use specific details. Pay close attention to the wording of the question. For example, a question may ask you to *identify* (name characteristics), *compare or contrast* (name similarities and differences), or give an *opinion*.

A. Read the following question and short answer. Then circle the word or words that correctly complete each statement.

QUESTION: *What is the job of our arteries?*

ANSWER: *Arteries are blood vessels that carry blood away from the heart. The arteries carry blood filled with oxygen and nutrients to the body's cells.*

1. The answer is written in (words and phrases / complete sentences).
2. The first sentence of the answer (restates the subject of the question / gives an opinion).
3. The writer supports the answer by giving (details / opinions).

B. In the first sentence of your answer, always restate the subject of the question. Do not use a pronoun to replace the subject. Circle the letter of the best answer for each question below.

1. Identify Frederick Douglass.

- a. He was an African-American who lived before the Civil War.
- b. Frederick Douglass was an African-American leader of the anti-slavery movement before the Civil War. He was born a slave and escaped to Massachusetts. There he became known for his moving speeches against slavery.
- c. A pre-Civil War anti-slavery leader, African-American slave, escaped to the North, great speaker, discussed slavery with Abraham Lincoln

2. What are fossil fuels?

- a. They are fuels that come from the remains of plants and animals that lived millions of years ago.
- b. Fossil fuels are the remains of ancient plants and animals that have turned into fuels.
- c. Fossil fuels are the remains of ancient plants and animals that have turned into fuels. Natural gas, coal, and crude oil are examples of fossil fuels.

CHALLENGE: On the back of this sheet, answer *one* of the following questions. *What is one way Mars and Earth are alike? Who was Mark Twain? Why is Michael Jordan famous?* For information, use an encyclopedia or almanac.



WRITING FOR DAILY LIFE: REVIEW PUZZLE



A. To complete the puzzle, match the clues with the answers in the box.

inside address invitation	RSVP identify	greeting signature	closing colon	editor request	opinion respond
------------------------------	------------------	-----------------------	------------------	-------------------	--------------------

ACROSS

2. the part of a business letter before the greeting; it contains the address of the person receiving the letter

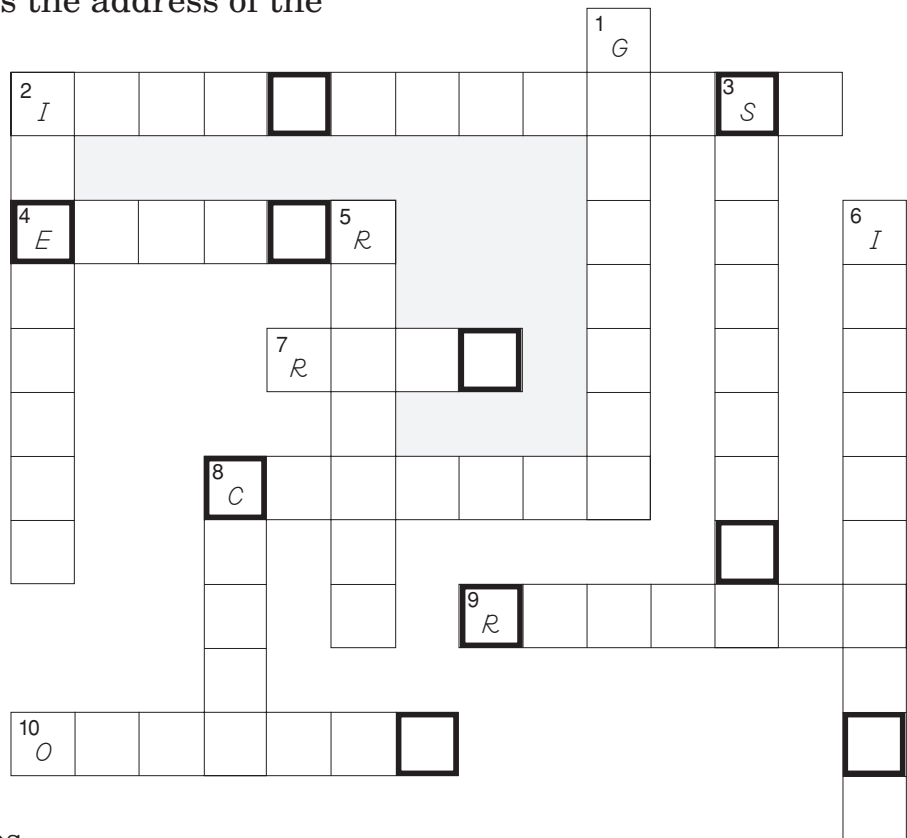
4. the head of a department of a newspaper or magazine

7. four letters that party-givers use to mean “please answer”

8. “Sincerely,” and “Yours truly,” are common ones.

9. If you write a letter asking for information, you are making a ____.

10. A “letter to the editor” usually gives the writer’s ____ on a topic.



3. your handwritten name

5. to give an answer

6. the act of inviting someone

8. in a business letter, the punctuation mark that should follow “Dear Sir”

DOWN

1. “Dear Ms. Katz:” is an example of a ____.

2. a word often used to begin a short-answer question

B. Unscramble the 10 boxed letters in the crossword puzzle to spell a word that means “to keep in touch by writing.” (Hint: The word begins with a *c* and ends with a *d*.)

to keep in touch by writing: C _____ D _____

**WRITING FOR DAILY LIFE: QUIZ YOURSELF ON PRACTICAL WRITING**

A. Write **T** or **F** to tell whether each statement is *true* or *false*.

1. _____ Use complete sentences to answer test questions.
2. _____ Be brief! Don't waste time restating the question in your answer.
3. _____ When asked to *identify* something, tell about its characteristics.
4. _____ When asked to give *two* examples or *two* reasons, it will impress the teacher if you give even more.
5. _____ The more you write, the better your answer!

B. Answer the following questions. Make sure to use complete sentences and restate the question.

1. What are two differences in *form* between a friendly letter and a business letter? _____

2. What is the purpose of a letter to the editor? _____

3. What action should you take if you receive an invitation that says RSVP? _____

4. What are two things a letter of complaint should accomplish? _____



WRITING A REPORT: WHAT IS A REPORT?



- ◆ A *report* gives information on a selected topic. Sometimes your teacher may assign the report topic. Other times, you may be asked to choose a topic yourself.

WRITING A REPORT INVOLVES THE FOLLOWING STEPS:

- | | |
|--|---|
| 1. Choose a topic. | 4. Write a rough draft. Then proofread, revise, and write a final copy of the report. |
| 2. Do the research. Find information and take notes. | 5. Write a bibliography—a list of the sources you used for information. |
| 3. Write an outline. | |

When you choose a report topic, ask yourself the following questions: *Is the topic limited enough to cover in two or three pages? Will it be easy for you to find enough information on your topic?*

A. Answer the following questions in complete sentences.

1. What is the purpose of a report? _____

2. Would the United States be a good topic for a report? Why or why not?

3. If you were writing a report on the bald eagle, what are two places you might look for information? _____

4. What is a bibliography? _____

B. Put a checkmark by each item that would be called a report.

- | | |
|---|---|
| 1. _____ a letter to a relative | 5. _____ a poem about the seashore |
| 2. _____ an advertisement for television sets | 6. _____ information about Yellowstone National Park |
| 3. _____ information about a book you read | 7. _____ a fiction story about a bank robbery |
| 4. _____ information about the Baltic Sea | 8. _____ information about the famous bank robbers Bonnie and Clyde |

CHALLENGE: Imagine your teacher has asked you to write a two- to three-page report. On the back of this sheet, list three topics you would like to write about.

**WRITING A REPORT: THE REPORT INTRODUCTION**

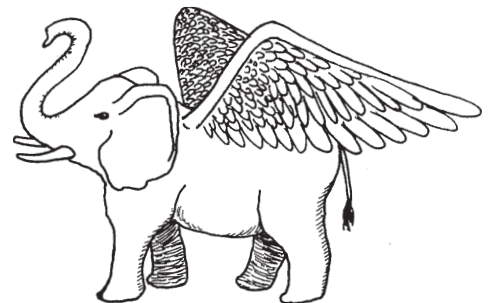
- ◆ A typical report has three parts: a one-paragraph introduction, a body of at least three supporting paragraphs, and a one-paragraph conclusion. The report introduction serves the same purpose as a paragraph's topic sentence. It presents the main idea and sparks interest. The introductory paragraph does not need to be long. Usually, two or three sentences will serve the purpose.

A. Write **T** or **F** to show whether each statement is *true* or *false*.

1. _____ A report has an introduction, a body, and a conclusion.
2. _____ The introduction tells what the report is about.
3. _____ The introduction is usually two or three paragraphs long.
4. _____ The body is usually made up of only one paragraph.
5. _____ A report begins with a conclusion and ends with an introduction.

B. Which introduction in each pair most clearly presents the topic and serves to interest the reader? Circle the letter of the best introduction.

1. a. Among the heaviest of all land mammals is the hippopotamus. Although its name means “river horse,” this gigantic beast is not related to the horse at all. To study the hippopotamus, we’ll journey to the swamps, streams, and marshes of tropical Africa.
b. Many animals live in Africa. These include the elephant, lion, hippopotamus, and zebra. I am going to write about one of them.
2. a. The 1930s were among the toughest economic times American workers have seen. Factories shut down and banks closed. There were few jobs. This was the Great Depression.
b. This report is about people losing their jobs and not being able to pay their bills. That is a terrible thing, as you can well imagine. I would sure hate it if my family had no income, and we had to give up our home and live on the streets!
3. a. This report is about dreams.
b. Where do elephants fly and shoppers wear pajamas to the mall? In dreams! Understanding dreams—both the happy ones and nightmares—requires looking at what happens as people sleep.



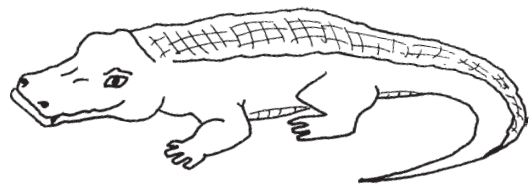
**WRITING A REPORT: THE BODY OF THE REPORT I**

- ◇ There are three parts to a report: the introduction, the body, and the conclusion. The body of the report includes paragraphs of information about the subject. Each paragraph begins with a topic sentence. The other sentences in the paragraph give details to support the topic sentence.

The topic sentences below could begin paragraphs in the body of a report about alligators. Read the detail sentences that follow. Ask yourself which topic sentence each detail sentence would support. Mark the letter of the topic sentence next to the detail sentence. The first one has been done for you.

TOPIC SENTENCES

- a. **Alligators are large animals with a lizard-like appearance.**
- b. **Alligators are powerful hunters.**
- c. **Alligators are often mistaken for crocodiles, but are different from them in some ways.**

**DETAIL SENTENCES**

- 1. c The alligator has a much larger, broader snout than the crocodile.
- 2. Alligators eat small animals that live in or near water.
- 3. Large male alligators have been known to attack pigs, dogs, and cattle.
- 4. The tough skin of the alligator is a dull gray and dark olive color.
- 5. Luckily, alligators seldom attack humans.
- 6. Alligators have a different tooth pattern than crocodiles.
- 7. The alligator's short, stout legs are used for walking but not for swimming.
- 8. Alligators are much less active and less savage than crocodiles.
- 9. The alligator's bulging eyes stick up above its skull.
- 10. For the most part, alligators and crocodiles inhabit different regions.
- 11. With its mighty jaws, the alligator grabs its prey and drags it under the water.
- 12. Most adult alligators range from 5 to 12 feet in length.

CHALLENGE: On the back of this sheet, begin a paragraph with one of the topic sentences from above. Use information from the detail sentences to support the idea and complete the paragraph.

**WRITING A REPORT: THE BODY OF THE REPORT II**

- A.** Write a letter to match each topic sentence with a detail sentence that would appear in the paragraph.

TOPIC SENTENCES

1. _____ Many young adults gain experience by working as interns.
2. _____ Young people can earn good pay working as restaurant servers.
3. _____ Volunteers choose to lend a hand for many reasons.
4. _____ A bike rider's clothing can prevent disaster.
5. _____ The kitchen is one of the most dangerous rooms in the house.

DETAIL SENTENCES

- a. Pots and pans on the stove will be safer with their handles turned toward the back.
- b. Volunteers can learn new skills and make new friends while helping others.
- c. TV stations often employ inexperienced trainees who learn the business working behind the scenes.
- d. A friendly employee may receive big tips from happy customers.
- e. Even a short trip can end in a bad fall, so it's important to wear a helmet at all times.

- B.** Select an animal that interests you. On the lines below, write a paragraph that could appear in the body of the report. Begin the paragraph with a topic sentence. Then write at least three sentences of supporting details. (Use a library book, textbook, Internet information, encyclopedia volumes, or an electronic encyclopedia for information.)

TOPIC SENTENCE: _____

DETAIL SENTENCES: _____

**WRITING A REPORT: THE REPORT CONCLUSION**

- ◆ The conclusion of a report should refer back to the introduction. The concluding paragraph usually restates the subject, sums up the information, and leaves the reader with an interesting statement.

You might recognize the following introduction from an earlier exercise. Reread the introduction and compare it with the report's conclusion. Circle a letter to answer each question that follows.

INTRODUCTION

The 1930s were among the toughest economic times American workers have ever seen. All over the country, factories shut down and banks closed. There were very few jobs. This was the Great Depression.

CONCLUSION

The Great Depression finally ended as World War II factories hired workers to build tanks and make guns. The era of hardship, however, would remind future generations that a "bust" can follow a "boom." The Great Depression taught many Americans to appreciate times of plenty and plan ahead for leaner years.

1. What is the topic of the report?
 - a. different generations throughout American history
 - b. saving for the future
 - c. the Great Depression
2. The writer related the topic to modern readers by saying that
 - a. World War II ended the Great Depression.
 - b. the Great Depression taught future generations to plan ahead for bad economic times.
 - c. the Great Depression was really terrible.
3. How do the introduction and conclusion compare in length?
 - a. They are about the same length.
 - b. The conclusion is much shorter than the introduction.
 - c. The conclusion is much longer than the introduction.

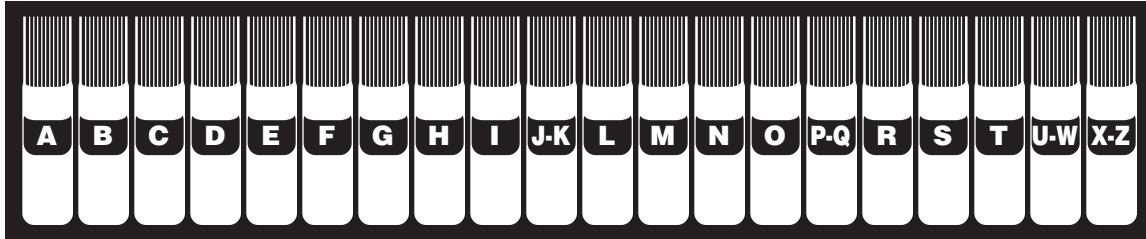
CHALLENGE: Below is the introductory paragraph of a report. On the back of this sheet, write a concluding paragraph that restates the subject and leaves the reader with an interesting summary.

INTRODUCTION

Most people have missed school or work because of a cold. They've suffered the runny nose, sore throat, and fever of the illness. What exactly is a cold, and what can be done to avoid or cure one?

**WRITING A REPORT: FINDING INFORMATION: USING ENCYCLOPEDIAS**

- ◆ An *encyclopedia* contains alphabetized entries on almost any subject. Encyclopedias are available in volumes like the set shown below:



If you have access to a computer, you can use an encyclopedia on a CD-ROM or online.

- A.** To find a topic in an electronic encyclopedia, type in a *search word*. Type the most important word first. Then you can add any other important words to limit your search. Underline the best search words for each of the following report topics. The first two have been done for you.

1. **President Thomas Jefferson**

(Thomas Jefferson / U.S. Presidents / Jefferson, Thomas)

2. **religion of the Aztecs** (Aztecs and religion / Mexico / religions)

3. **Egyptian mythology**

(mythology / stories from the past / mythology and Egypt)

4. **the ancient religion of Buddhism**

(religions / Buddhism / ancient cultures)

5. **Betsy Ross** (Betsy Ross / Ross, Betsy / American history)

- B.** Use encyclopedia volumes or an electronic encyclopedia to answer the following questions.

1. What is a *pelican*? Where in the world would you be likely to find one?

2. What is the meaning of the word *Philadelphia*?

3. What did Elisha Otis invent? _____

4. On what sort of surface is the game of “curling” played? _____

**WRITING A REPORT: FINDING INFORMATION: USING AN ALMANAC**

- ◆ An *almanac* is a good source for report information. This reference book contains facts, statistics, records, and various types of information for current and past years. You can look up the topic you need in the almanac index.

Use an almanac to answer the following questions. Circle the letter of the answer.

1. Who was chosen as the National Basketball Association's (NBA's) most valuable player in 1993?
a. Charles Barkley b. Michael Jordan c. Clyde Drexler
2. What is the chief crop of Idaho?
a. pineapples b. potatoes c. walnuts
3. What is the wettest spot in the world?
a. Portland, Oregon b. Tripoli, Libya c. Mount Waialeale, Hawaii
4. What is the leading cause of death in the United States?
a. pneumonia b. accidents c. heart disease
5. What is the population of Norway?
a. between four and five million b. between four and five billion c. less than two million
6. How many electoral votes did Bill Clinton receive in the 1996 presidential election?
a. 271 b. 379 c. 430
7. Where did a major nuclear accident take place in 1979?
a. Tsuruga, Japan b. Idaho Falls, Idaho c. Middleton, Pennsylvania
8. Who was President Richard Nixon's Secretary of State in 1973?
a. Henry Kissinger b. Madeleine Albright c. James Baker
9. Which U.S. state consumes the most energy in a year?
a. Vermont b. Texas c. Arizona
10. Which country produces the majority of the world's energy?
a. United States b. Saudi Arabia c. Venezuela

CHALLENGE: On the back of this sheet, write three questions someone could answer by looking in an almanac. Then change papers with a classmate. Use an almanac to find information that answers your classmate's questions, and write your answers.

**WRITING A REPORT: FINDING INFORMATION: THE LIBRARY CATALOG**

- ◆ The *library catalog* is the place to begin looking for books with information on your topic. Most modern libraries have materials cataloged on a computerized file. Some also have a card catalog with three cards for every book. You can locate books according to *author*, *title*, or *subject*. For example, if you want information on tornadoes, you could look under the subject—*tornadoes*. If you want a specific book called *Wild Winds of the Midwest*, you could look under that title. If you knew that Margaret Lindstrom wrote the book, you could look under *Lindstrom, Margaret*. The catalog will give the number you need to find the book on a library shelf.

A. Answer the following questions:

1. Does your school library have a computerized catalog of books? _____
2. Does your school library have a card catalog? _____
3. If you were trying to find a book called *Escape to the End of the World*, would you look in the catalog under title, author, or subject? _____
4. Suppose you know that Beth Rosen writes interesting science books, and you'd like to find one. Would you look under subject, title, or author in the catalog? _____
5. Suppose you're writing a report on the magician Harry Houdini. You need information. Will you look under subject, title, or author in the catalog? _____
If you are using a computerized catalog, what words will you type in to begin your search? _____

B. You will need to complete this exercise at your library or with a computer that connects to the library catalog. Practice using your library catalog to locate books.

1. Does your library have a copy of *The Outsider*? _____
If so, who is the author of the book? _____
2. Does your library have any books by Mark Twain? _____
If so, list them on the back of this sheet.
3. Imagine that you're writing a report about Franklin Roosevelt. Write the title and author of one book that might contain information you need.

CHALLENGE: Find three books about tornadoes that are in your library. List the titles, authors, and Dewey Decimal Numbers of the books on the back of this sheet.

**WRITING A REPORT: TAKING NOTES**

- ◆ What do you do when you've found some good sources of information for your report? You need to read and take notes. Turn first to the table of contents and/or index. These sections will help you locate the information you need.

A. Use the following portion of an almanac index to answer the questions below.

Ice hockey, <i>See</i> Hockey, Ice	Idaho 540–41	Population 378–380
Iceland 113, 454, 498, 573	Agriculture 136–37	Temperature, precipitation 221
Ice skating, <i>See</i> skating	Governor, state officials 98, 100	Iditarod sled race 984

1. In what order are index topics arranged? _____
2. What letter would you look under to find information on ice hockey? _____
3. On what page would you find information on Alaska's famous Iditarod sled race? _____
4. How many pages contain information on Iceland? _____

Next you will take notes on information you think you could use in your report. Here are some note-taking tips: Include only information that relates to your topic. Do not write in complete sentences unless you want to use a direct quote from the information. Be brief and to the point. Feel free to abbreviate words. Use asterisks (*) or other marks to call attention to the most important points.

B. Suppose you're writing a report on the *history of basketball*. Read the following selection. On the back of this sheet, take notes on the information you could use for your report.

Basketball is an exciting team game that draw millions of American spectators each year. Traditionally, basketball season in the United States lasts from early fall until late spring. The best players combine teamwork, speed, and agility.

A game much like basketball was played by the ancient Mayas of Mexico. The modern game of basketball was invented in 1891 by James Naismith, a teacher at a boys' school in Springfield, Massachusetts. Hoping to develop an indoor sport for the cold winter months, Mr. Naismith nailed a peach basket to the wall of the schoolroom. He divided his class into two teams and challenged them to see which side could toss a soccer ball into the peach basket more often. Luther Halsey Gulick, head of the school's physical education department, added new rules to Naismith's game. From that start, basketball has grown to become a major part of school athletic programs throughout the country.



WRITING A REPORT: GETTING ORGANIZED/WRITING AN OUTLINE



- ◆ Once a writer has taken notes, it's time to make an outline of the report.

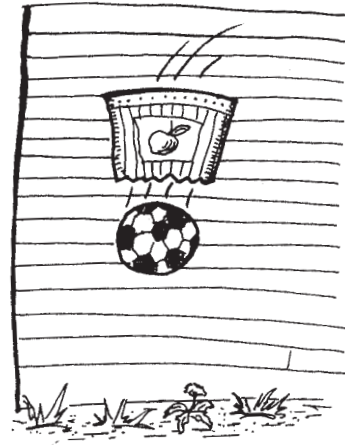
Study the sample outline below. Write **T** or **F** to tell whether the statements following the outline are *true* or *false*.

Title: The History of Basketball

I. Introduction

II. Body

1. The Mayas of Mexico
 - a. Game called pok-a-tok
 - b. Played in court similar to basketball court
 - c. Rock instead of ball
 - d. Rough sport, losers were sometimes killed as sacrifices to gods
2. Early America
 - a. 1891, invented by teacher James Naismith
 - b. Teams of students threw soccer ball through peach baskets
 - c. Game further developed by Luther Halsey Gulick



3. Modern basketball
 - a. Compare court, equipment, rules to earlier days
 - b. Recreational basketball
 - c. Professional basketball

III. Conclusion

1. _____ An outline must be written in complete sentences.
2. _____ The purpose of an outline is to organize the report.
3. _____ An outline shows the three main parts of the report: the introduction, the body, and the conclusion.
4. _____ Each item in an outline is preceded by a numeral or letter.
5. _____ The three main parts of the outline—the introduction, body, and conclusion—are labeled with lowercase letters.
6. _____ The body of this report will have six paragraphs.
7. _____ One of the paragraphs in the body will be about basketball in early America.
8. _____ The paragraphs will present the history of basketball in time order.
9. _____ On this outline, the student has written the entire introduction as it will appear in the report.
10. _____ Once the outline is done, the writer knows what ideas the report will cover.

CHALLENGE: Imagine you are writing a report about tourist attractions in your city. On the back of this sheet, make a simple outline of the report. As a guide, use the sample outline above.

**WRITING A REPORT: PARAPHRASING**

- ◆ Unless you are using a direct quotation, avoid copying research information from sources “word for word.” Restate, or paraphrase, the information. When you are paraphrasing, pick out the main points and restate them more briefly in your own words.

- A.** Read the encyclopedia sentence about a common garden pest. Underline key words and phrases you would include if you paraphrased the information.

APHID (*Ay' Fihd*) is a tiny, soft-bodied insect that sucks the juices of plants, often severely damaging gardens, orchards, and farm crops.

- B.** On the following lines, paraphrase the sentence about aphids.

- C.** The following sentences are written in overly formal language. Paraphrase each item, restating it in simple everyday language. The first one has been done for you.

1. We employed the services of a youthful engineer to take charge of our landscaping necessities.

We hired a boy to mow the lawn and trim the bushes.

2. Please deposit your refuse in the circular object meant for receiving the miscellaneous accumulation of paper materials remaining after a day of academic pursuit.

3. Those who have the authority to make such requests have asked that all pursuers of knowledge who attend this institution arrive at their scheduled meeting-places promptly at the time that has been previously assigned.

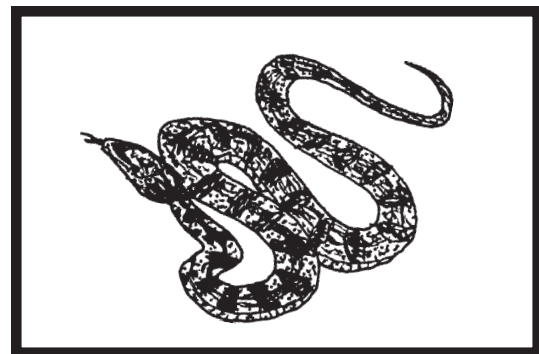


WRITING A REPORT: QUOTING OTHERS



- ◆ When using direct quotations from your sources, you must show that the quotations are not your words. To do this, enclose the passage in quotation marks and give credit to the source.
- A.** Underline each direct quote with one line. Circle the name of the source.
1. In *Albert Einstein: Immigrant Genius*, author Marci Raymond describes Einstein as declaring, “It was as if a storm had broken loose inside my head!”
 2. The word *April* comes from a Latin word meaning “to open.” According to the *Encyclopedia of Natural Science*, “The name well describes the month when the buds are bursting and the whole season of warmth and sunshine seems to be opening at last.”
 3. Hawaii is a surfer’s paradise. In his novel *The Cruise of the Snark*, Jack London described the waves of Waikiki Beach by writing the following: “Why they are a mile long, these bull-mouthed monsters! They weigh a thousand tons, and they charge into shore.”
- B.** Suppose you are writing a report on the anaconda. As a source, you might use the following article from *Our World Encyclopedia*. On the back of this sheet, write one or two sentences that could appear in your report. Include a direct quote from the encyclopedia article, and give credit to the source. Use the items in Part A as models.

ANACONDA, *an ah KON dah*, is the name of large snakes found in tropical South America. Some anacondas grow to be more than 30 feet long. Anacondas are often found swimming in rivers. They kill their prey by wrapping their coils tightly around them and thus keeping them from breathing. Although the snakes have a fierce appearance and hunting style, humans have little to fear from them. Only a colossal



anaconda will attack large mammals. Humans will be safe if they stay a few feet away from the reptile.

**WRITING A REPORT: WRITING A BIBLIOGRAPHY**

- ◆ A *bibliography* is a list of sources. These include any books, reference books, or periodicals the writer used to research a topic. Bibliographies list items in alphabetical order.

Study the sample bibliography. Then underline the words that correctly complete each sentence below.

Acuna, Luis. The Wildlife of South America. Boston: Worldwide Press, 1999.

"Anaconda." Our World Encyclopedia, Vol. 1. New York: Educational Publishing Company, 2000, pp. 45–46.

Martinez, Sonia. "River Serpents." Traveler's Guide, June 2000, Vol. 15, p. 14.

1. The bibliography entries are listed in (alphabetical order / the order in which the writer used them).
2. When listing a book, first write (the name of the book / the author's last name).
3. When listing an encyclopedia article, first write (the name of the encyclopedia / the entry word).
4. When listing a periodical article, first write (the name of the article / the last name of the article author).
5. "River Serpents" is the name of a (periodical / periodical article).

CHALLENGE: Mavis wrote a report on penguins. She used the four sources named below. On the back of this sheet, write a bibliography Mavis could include at the end of her report. Be sure to alphabetize the entries.

Report Sources:

- *World of Knowledge Encyclopedia*, volume 14, pages 221–223, published in 1998 by Acme Press, which is in Lincoln, Nebraska.
- *Arctic Animals* by Mika Draper, published in 2000 by Northern Lights Publishing Co. of Anchorage, Alaska.
- "The Bird in the Tuxedo," a magazine article by I. M. Freazin, published in *Science Weekly*, the January 2000 issue, Volume 15, p. 40.
- *Life Science*, by Joseph Echo, published in 1999, by School Time Texts, Inc., of New York City, New York.



WRITING A REPORT: RESEARCH THE MYSTERIES



◆ Encyclopedias, dictionaries, and almanacs have information on all sorts of topics. Sharpen your research skills by finding the answers to these questions about some world-famous mysteries. Write your answer and the name of your source.

1. What is the **Bermuda Triangle**? _____

SOURCE: _____

2. What is a **Sasquatch**? _____

SOURCE: _____

3. In what country would a monster-hunter search for the **Loch Ness Monster**? _____

SOURCE: _____

4. Who assisted the fictional detective **Sherlock Holmes** in solving cases? _____

SOURCE: _____

5. What happened to **Amelia Earhart**? _____

SOURCE: _____

6. What wicked deed was **Lizzie Borden** accused of doing? _____

SOURCE: _____

7. Why do **zebras** have stripes? _____

SOURCE: _____

8. What was **Atlantis** and what is said to have happened to it? _____

SOURCE: _____

CHALLENGE: On the back of this sheet, write an informative paragraph about one of the topics above.



WRITING A REPORT: TEST YOUR REPORT-WRITING SKILLS



- A.** Circle the hidden words where they appear in the puzzle. The words may go up, down, across, backward, or diagonally. Check off each word as you find it.

___ CONCLUSION	___ OUTLINE	___ NOTES
___ ENCYCLOPEDIA	___ REPORT	___ TOPIC
___ PERIODICAL	___ CATALOG	___ BODY
___ BIBLIOGRAPHY	___ SUBJECT	___ TITLE
___ INTRODUCTION	___ AUTHOR	___ QUOTE
___ PARAPHRASE	___ ALMANAC	

E	P	A	R	A	P	H	R	A	S	E	Z	N
N	T	R	E	P	O	R	T	O	M	B	A	O
C	O	N	C	L	U	S	I	O	N	C	K	T
Y	A	S	O	S	U	B	J	E	C	T	A	E
C	E	T	O	U	Q	E	L	T	I	T	U	S
L	T	A	A	L	M	A	N	A	C	O	T	K
O	B	I	B	L	I	O	G	R	A	P	H	Y
P	X	R	B	T	O	A	M	O	C	I	O	D
E	W	O	D	L	F	G	N	P	V	C	R	O
D	P	E	R	I	O	D	I	C	A	L	W	B
I	N	T	R	O	D	U	C	T	I	O	N	Y
A	O	U	T	L	I	N	E	Z	C	U	F	L

- B.** Use the hidden words from Part A to complete the sentences below. Notice that the first letter of each word is given as a hint.

1. The three main parts of a report are the i_____, the h_____, and the c_____.
2. To restate information in one's own words is to p_____.
3. When a writer copies a portion of text into a report, this is a direct q_____.
4. To find out if your library has a book on a certain subject, you would look in the library c_____.
5. Books in the library can be located according to s_____, t_____, or a_____.
6. To find information on almost any topic, an e_____ is a good place to begin research.
7. An a_____ is a book of facts, statistics, and records on many subjects.
8. A p_____ is a publication, such as a magazine or newspaper, that comes out on a regular basis.
9. Before writing a report, writers often organize their ideas in an o_____.
10. A b_____ at the end of a report lists a writer's sources.



WRITING A STORY: WHAT IS A STORY?



- ◆ A *story* tells what happened. A story can be fiction (made up) or nonfiction (true). It can be told in just a paragraph or in hundreds of pages.

- A.** Every story contains the *elements* listed in the box below. To complete the puzzle, match the elements with their definitions and fill in the puzzle blanks.

conflict	characters	plot
setting	mood	

DEFINITIONS:

1. time and place
2. the problem to be solved in the story
3. story events that lead to resolving the conflict
4. a state of mind or feeling
5. people in a story

1.	S						
	H						
2.	O						
	R						
3.	T						
	S						
	T						
4.	O						
5.	R						
	Y						

- B.** Read the following story passage. Then, on the back of this sheet, answer the questions that follow.

WALTER'S CHALLENGE

Walter Winslow had finally landed a job. He felt that he'd failed at everything else he'd tried in his life. He'd been a lousy student. He'd made a poor soldier. He had even caused a lot of problems as a son. Now, Walter was determined to make good!

It was 4:45 A.M., and the rain-slicked streets of Carverville were still dark. The glow of faint yellow lights reflected on the glossy pavement. The windshield wipers on Walter's run-down old Ford made a thump-thump sound that matched the beat of his heart. To some people delivering newspapers might not seem like a very important job. But Walter had a feeling this paper route could be the start of something big.

1. What is the setting of the passage?
2. Who is the main character?
3. What problem has the writer set up?
4. How would the mood of the story be different if it took place on a sunny afternoon rather than a dark, rainy early morning?

**WRITING A STORY: THE CONFLICT**

- ◆ A *conflict* is the problem or struggle at the heart of the story. All other story events revolve around it. A conflict can be between two people, between a person and some force, or within a character's mind. To write a story on your own, you need to figure out what the conflict will be.

A. Decide whether each situation described below has a conflict. Write **C** for *conflict* or **N** for *no conflict* by each number.

1. _____ My best friend Mindy had spent the summer visiting her aunt in New York. On the first day of school, I looked sideways at her and felt uncomfortable. Something about Mindy had changed. I was afraid our friendship was changing, too.
2. _____ It had been hard spending this last summer without my best friend Mindy when she visited her aunt in New York. I was happy she was back. We smiled at each other as we met for the first day of school.
3. _____ Trisha and her little brother Trevor were part of a long line of people waiting to see *Star Travelers*. They finally got to the front of the line, bought their tickets, and went inside the theater. They were both very excited to see the show.
4. _____ Trisha and her little brother Trevor were in a line of people waiting to see *Star Travelers*. As they neared the box office, Trisha looked behind her. Trevor had disappeared!

B. Read about the settings and characters. Then describe a problem the setting and characters suggest to you. The first one has been done for you.

1. **SETTING:** *the gymnasium locker room*
CHARACTERS: two players on the same basketball team
PROBLEM: *Each player blames the other for losing the game. Whose fault was it?*
2. **SETTING:** *a math classroom at Springfield High*
CHARACTERS: a inexperienced substitute teacher and his students
PROBLEM: _____
3. **SETTING:** *a department store elevator*
CHARACTERS: a very large man, a whining child, and a nervous mother
PROBLEM: _____

CHALLENGE: Think of a conflict that you had to face in your life. Perhaps you struggled in a storm, argued with a friend, or had a problem passing a class. Write about the conflict on the back of this sheet. Model your writing after the passages in Part A.

**WRITING A STORY: RESOLVING THE CONFLICT**

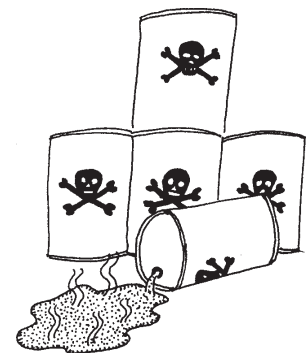
- ◆ Writers need a clear idea of the story's conflict. They also need to know how the problem will be solved in the end. It can be a challenge to come up with a believable, interesting resolution to a conflict!

Read each story conflict and circle a letter to show the best resolution. Then explain your choice.

1. Sarah's new neighbors seem odd. Lights flash from their windows at all hours of the night. Mysterious packages arrive daily, and Sarah is sure she has heard humming sounds coming from them. The newcomers never speak, and they look through the other neighbors as if they don't exist. Odd burned spots appear on their lawn.
 - a. The neighbors move away as quickly as they came, and Sarah never finds out the truth about them.
 - b. Sarah camps out in the back yard to observe the neighbors. She sees a spacecraft land on their lawn. The neighbors, who Sarah now realizes are space aliens, board the craft and are whisked away.

I think resolution _____ is best because _____

2. Sachi suspects that her employer, the Webco Corporation, has been secretly storing toxic waste in caves outside of town. While working late, Sachi has watched unscheduled trucks leave the plant. They are driven by men wearing heavy white suits, gloves, and helmets. One night, Sachi follows a convoy to the outskirts of town. She trails the men who unload the trucks and ends up trapped in a dark cave filled with barrels. Sachi can't get out—and a foul smell is filling the cave! One of the barrels is leaking deadly gas.



- a. Sachi sees a beam of light and heads for it. She winds down a cave shaft until she reaches a hole to the outside. Gasping for air, Sachi frees herself. She reports her findings to the police. An investigation proves that Sachi has saved the town from deadly contamination.
- b. Sachi suddenly wakes up and finds it was all a dream.

I think resolution _____ is best because _____



WRITING A STORY: THE SETTING



◇ A story's *setting* is *where and when* it takes place.

A. Sometimes writers name the time and place directly. In the following passage, underline the words that state time and place.

Candy could hardly believe she was in Paris, France. There she was, standing in a crowd beside the Eiffel Tower, watching a fireworks display celebrate the dawn of the year 2000!

B. Sometimes writers give only clues that suggest time and place. Read the following passage. Underline words and phrases that are clues to setting.

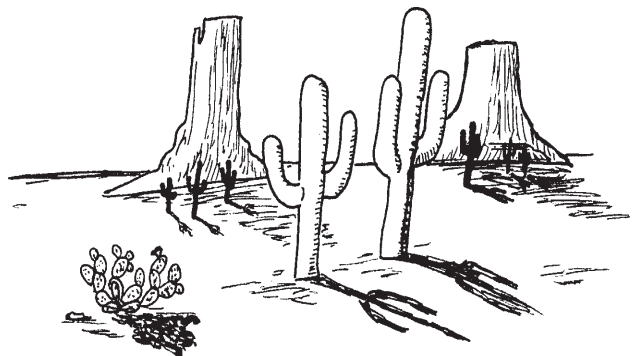
Jennie was finally going to meet her cousin. She skipped out the cabin door and raced to the waiting buggy. She was too excited to notice the cold prairie winds snatch her bonnet. "Let's go, Trotter," she shouted to the pony.

C. Write *past* or *present* to tell which time period each word suggests.

- | | |
|-----------------------|--------------------------|
| 1. _____ freeway | 6. _____ space shuttle |
| 2. _____ raccoon coat | 7. _____ shopping mall |
| 3. _____ stagecoach | 8. _____ general store |
| 4. _____ computer | 9. _____ spectacles |
| 5. _____ chariot | 10. _____ contact lenses |

D. Draw a line to match each word in the first column with the place it suggests.

- | | |
|--------------|-----------|
| 1. saltwater | a. city |
| 2. cactus | b. farm |
| 3. "Merci!" | c. beach |
| 4. plow | d. France |
| 5. subway | e. desert |



CHALLENGE: Find a picture in a book, magazine, or newspaper that shows an interesting setting. Cut out the picture or photocopy it. Tape it to the back of this sheet. Write a paragraph describing the picture as if it were the setting of a story. Give the reader clues to the time and place.

**WRITING A STORY: CREATING THE MOOD**

- ◆ A story's setting can create a *mood*—a certain state of mind or feeling. Details of setting can suggest mystery, danger, romance, or humor.

- A.** Read the following passage and underline words that create an air of danger and gloom.

The driver and his strange passenger fell silent as their car sputtered through the desert. The air conditioner was broken, and the temperature in the vehicle was overwhelming. A scorching wind blew through the open windows, bringing with it the stench of death. Sun-bleached skulls lay here and there on the desert floor. A scorpion skittered across the road. A snake slithered from behind a cactus.

- B.** Classify the words in the box. Write each word under the correct heading.

dark	stormy	musical	dawn	midnight
tolling	jingling	glittering	shadows	sunbeams
warm	bright	gentle	strange	mournful
drab	colorful	deserted	ghostly	comfortable

1. **GLOOMY, MYSTERIOUS MOOD**

2. **LIGHT-HEARTED MOOD**

CHALLENGE: On the back of this sheet, describe a setting based on the following idea: *A character has inherited a house and is about to move in.* Create a gloomy mood suggesting that something mysterious or dangerous is about to happen, or create a light-hearted mood that suggests something happy, humorous, or romantic is likely to occur. Use words from the box and other details to set up the mood.

**WRITING A STORY: CREATING CHARACTERS**

◆ *Characters* are the imaginary people in a story. Good writers provide details that help their readers “know” story characters and care about them.

A. One way to build a character is to present a detailed description of him or her.

HINTS FOR WRITING A CHARACTER DESCRIPTION:

- | | |
|---|---|
| • Call upon all your senses to imagine a character. | • Describe both physical characteristics and personality traits. |
| • Exaggerate characteristics to make the character interesting. | • Use positive or negative words to make your reader like or dislike the character. |

Imagine a character and write a description on the lines below. In creating your character, it may help you to think of real people you’ve known.

_____ *was no ordinary person!*

B. Writers also build characters by having them *do* certain things. For example, readers would probably feel differently about a character who volunteers at a hospital than about one who steals lunch money from neighborhood children. On the lines below, write a paragraph in which the character you described above *does* something. The action should help readers understand the character. Begin your paragraph by completing the following sentence:

I never really knew _____ *until the day*

when she (he) _____

CHALLENGE: On the back of this sheet, sketch your character or find a picture in a magazine or newspaper that looks something like your character.

**WRITING A STORY: DIALOGUE IN STORIES**

◆ *Dialogue* is conversation between characters. By adding dialogue, writers can build a character's personality.

A. First read what the character says. Then complete each sentence with an adjective or descriptive phrase to describe each speaker. The first one has been done for you.

1. "Hey, buddy," Waldo threatened, "take that last piece of pizza and you'll be sorry!"

Waldo is a rude, selfish bully.

2. "It's not fair, Mom!" Kirsten cried. "I only got one piece of pizza. Now it's all gone, and I'm still hungry. Billy got more than me. You must like him better!"

Kirsten is _____.

3. "Excuse me, ma'am," Winston said. "The bus is crowded, and I see you have an armful of packages. Why don't you take my seat?"

Winston is _____.

4. "Keep that mutt off my lawn!" Mr. Maloney bellowed.

Mr. Maloney is _____.

5. "I'd appreciate it if you kept your pup in your yard while my new lawn is growing in," Ms. Cohen requested.

Ms. Cohen is _____.

B. Characters' names can help readers create a mental image. Notice the picture that forms in your mind when you read each name.

Edna Buford

Muffy Malloy

April Sundancer

Sergeant Rock Dansforth

Francis Farnsworth III

Ms. Rebecca VanFleet

Clyde Klupner

Butch Riley

Bitsey La Flamme

Select two of the characters listed above. Then, on the back of this sheet, write a conversation between them. Let the dialogue reflect each character's personality. Don't forget to use quotation marks!

The following situations might give you some ideas:

- a police officer stopping someone suspected of shoplifting
- a substitute teacher and a rowdy student
- a teenager meeting a blind date
- a customer returning an item to a store clerk



WRITING A STORY: POINT OF VIEW



- ◆ Writers may choose to present a story from an unusual point of view. This can result in an imaginative tale!

FACTS TO REMEMBER ABOUT POINT OF VIEW:

- **first-person point of view** = narrator (person telling the story) is a character in the story; uses pronouns *I, me, my, we*
- **third-person point of view** = narrator is outside the story; uses the pronouns *he, she, they*

Each passage below is written from the first-person point of view. It is told by an unusual, non-human narrator. Write a letter by each number to match each passage with a narrator.

NARRATORS

a. illegally parked car

b. snowman

c. baseball

d. mud puddle

1. _____ I live to be smacked in the face. Nothing I like better than a good solid whack! I've been whacked by the best of them—Hank Aaron, Ken Griffey Jr., Mark McGwire. My grandfather was even whacked by Babe Ruth!
2. _____ Don't take me away! I wasn't doing anything wrong! I was just sitting here minding my own business. I swear I didn't see the sign. This looked like a perfectly good spot to rest. Was I bothering anybody? Was I in anyone's way? Hey, where are you taking me?
3. _____ Hey, little boy, come over here and play with me! We'll have a good time. I can promise you gooey, icky, sloppy fun. I'm bored down here all alone. Oh, don't worry—your mother won't mind one bit!
4. _____ My goodness, but it's warm today! Downright hot, I'd say. I can just see the thermometer on the side of the house, and it looks like it's about 34 degrees! I wish I weren't wearing this wool hat and scarf. Whoops, I think my nose just fell off! There goes an eye! I'm losing inches fast. Everything is getting blurry. It's all fading . . . fading . . . fading . . .

CHALLENGE: Now call on your own imagination! On the back of this sheet, write a passage from the point of view of *one* of the following:

**an alarm clock
gangster's gun**

**pet dog or cat
dentist's drill**

**NBA basketball
seagull**

Stretch your creativity by adding an illustration after the passage.

**WRITING A STORY: PLOT EVENTS**

- ◆ Have you ever noticed that a chain of events always leads to the outcome of a story? These events make up the story's *plot*. The plot is what happens to resolve the conflict.
- A.** Writers usually present story events in the order they happened. First read the conflict described below. Notice that the events that follow are out of order. Number the events to show the order in which they logically occurred.

CONFLICT: Laurie and many of her friends are dog owners. Laurie's friends have expensive, purebred dogs. They talk about the fine traits of their breeds, their days at obedience school, and the ribbons they've won in dog shows. Laurie's dog Bill is a shaggy, naughty pooch from the pound. Sometimes Laurie is embarrassed by her disobedient mutt.

EVENTS:

- _____ A wandering toddler falls into the lake.
- _____ Bill chomps onto the child's jacket and swims with him to safety.
- _____ Bill sees the accident and heads straight for the water.
- _____ Laurie and her friends take their dogs to the park.
- _____ Bill jumps in and swims to the struggling child.
- _____ As Bill runs to the rescue, the other dogs bark in confusion.

OUTCOME: Laurie proudly accepts praise for her dog-hero and realizes that her goofy mutt Bill is the greatest pet of all.

- B.** Think of a story you've read or seen on television. Write a sentence describing the conflict of the story. Then write sentences describing the main events and the final outcome.

NAME OF STORY OR TV SHOW: _____

CONFLICT: _____

EVENTS: _____

OUTCOME: _____



WRITING A STORY: REVIEW PUZZLE



- ◆ Read the beginning passage from the short story below. The **boldface** words are numbered to help you recognize story elements. After you read the story, unscramble the letters to spell the story element. The first one has been done for you.



(1) GOING FOR GOLD

(2) In 1898, Dawson, Alaska, was the best place for a guy to try his luck. That's what (3) **Butch Ledeaux** was led to believe. (4) **He** arrived in Dawson looking for money and adventure. He found a hard-living, gunslinging, rowdy bunch of men who aimed to get rich quick by any means. (5) **An icy wind swept cigar butts and tin cans into the gutter of the dirty street. The winter sun made a weak try at peeking through the threatening storm clouds.**

Butch rented a room in a dingy boarding house. He sat on the sagging bed and counted the money he usually kept tied in an old woolen sock. It was every cent the 18-year-old had saved! It was enough to buy a sled, a few dogs, and the gear he needed to find gold and strike a claim. The exhausted young man soon fell asleep.

Butch slept soundly—too soundly! He didn't hear the rattle at the lock. He didn't see shadowy figures steal into his room. When a red dawn woke Butch, he knew immediately that something was wrong. He reached under the mattress and felt for his money sock. (6) **It was gone! He was alone among strangers and totally broke!**

1. **L I T E T**

T I T L E

2. **G T E T S N I**

3. **H R A T C A C R E**

4. **N O I T P F O E W I V**

5. **O D O M**

6. **F O N T C L I C**

**WRITING A STORY: A QUIZ-YOURSELF MYSTERY** **Read this mystery story-starter:**

The alarm clock rang and rang, but no one turned it off. The darkened house was silent, as if it were empty. When the family had gone to bed the night before, nothing had seemed out of the ordinary. Now something was very wrong.

Using the story starter as an introduction, plan a mystery tale by following these steps:

1. Describe the *setting* in two or three sentences. _____

Where and when will your story take place? Time and place: _____

List some words and phrases you can use to set the *mood*. _____

2. List the main *characters*. _____

Who will the hero of your story be? _____ List some adjectives to describe the type of person he or she is. _____

Who will the villain of your story be? _____ List some adjectives to describe this character. _____

3. Identify your *point of view* as first or third person. Point of view: _____

If you chose first person, who will be your *narrator*? _____

4. What is the main *conflict* of your story? _____

5. Write three sentences identifying three events that will be part of the mystery's *plot*.

6. Write a sentence explaining the *resolution* of the conflict. _____

7. Write a *title* for your story. _____



SPELLING: CHALLENGE WORDS I



- ◆ Some commonly misspelled words can be demons for student writers. Sharpen your spelling skills by taking this challenge!

A. Circle the correctly spelled challenge word in each group.

- | | |
|----------------------------------|---------------------------------------|
| 1. quantity / quanity / quantuty | 4. sandwitch / sanwich / sandwich |
| 2. athalete / athelete / athlete | 5. strate / straight / streight |
| 3. anser / answer / answee | 6. restraunt / restarant / restaurant |

B. The words below are spelled incorrectly. First write each word correctly. Then find the word where it is hidden in the puzzle. Words may go up, down, across, backward, or diagonally. Check off each word as you find it.

1. ___ recieve _____

2. ___ goverment _____

3. ___ gimnasium _____

4. ___ colum _____

5. ___ exclamed _____

6. ___ seperate _____

7. ___ mixchure _____

8. ___ mirrer _____

9. ___ terribel _____

10. ___ dictionery _____

11. ___ gossup _____

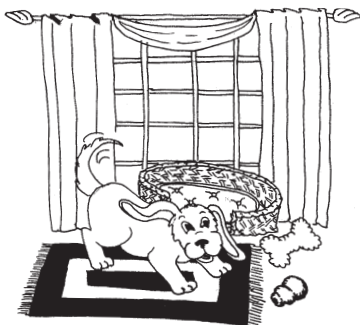
12. ___ partys _____

G	B	I	T	E	R	R	I	B	L	E	K
G	H	C	E	M	E	T	E	R	Y	R	O
Y	O	D	I	C	T	I	O	N	A	R	Y
M	L	V	G	O	S	S	I	P	K	E	S
N	I	S	E	P	A	R	A	T	E	L	E
A	D	N	A	R	I	A	E	J	T	T	I
S	A	F	R	X	N	Q	Y	C	I	C	T
I	Y	T	Z	N	P	M	I	R	R	O	R
U	S	I	B	B	A	S	E	S	T	L	A
M	I	X	T	U	R	E	A	N	M	U	P
D	E	M	I	A	L	C	X	E	T	M	U
R	E	C	E	I	V	E	O	O	M	N	Z

13. ___ cematerly _____

14. ___ baces _____

15. ___ holidiaies _____



CHALLENGE: On the back of this sheet, write a paragraph using three of the challenge words from Part B. Underline the three words in your paragraph. You can write about any topic or choose one of the following: *a place you never want to return to, your favorite holiday, your most unusual neighbor, a dream job, a dog's life.*

**SPELLING: CHALLENGE WORDS II**

A. Use vowels (*a, e, i, o, u*) to complete the words in the sentences below.

1. The profess__r invented an amazing m__chine that could turn one egg into a d__zen eggs.
2. Throughout hist__ry, many songs have been writt__n about food.
3. One song, recorded by a gr__ __p from the S__ __th, was called "Too Much Pork for Just One Fork."
4. An__ther fav__rite tune of the past was called "Roast Possum."
5. A singer named Fats Waller d__scribed one of his spec__ __l tr__ __ts in the "Rump Steak Serenade."
6. Did you realize that r__ __ghly 100,000 tons of gum are ch__wed each year?

B. Use consonants (all letters except *a, e, i, o, u*) to complete the words in the sentences below.

1. Do you __now who invented the hamburger san__wich?
2. You could proba__ly find the information by looking in a lib__ary book or in an encyclope__ia.
3. One story e__plains that Charles Nagreen invented the hamburger in the 19th __entury.
4. Nagreen, a meatball __eller, decided to subs__itute round balls with flat ones and serve them bet__een slices of bread.
5. To celeb__ate the discovery, his home town erec__ed a slide shaped like a ke__chup bottle.
6. The __lever inventor, who was of__en called "Hamburger Charlie," stre__ched his ima__ination and made his__ory!

C. Sometimes students memorize silly sentences to help them spell challenging words. Remember the following sentence and you'll remember that *e* comes before *i* in the boldfaced words.

EXAMPLE: **Either** we **seize** this **weird** invention or **neither** you nor I will enjoy any **leisure**.

Make up your own silly sentences as spelling aids. On the back of this sheet, write an easy-to-remember sentence that uses each group of words.

1. (words with *ai*) straight campaign prairie pain
2. (words with silent h) ghost exhaust shepherd character rhyme
3. (words ending in *le*) angle jungle tangle horrible title

**SPELLING: CONTRACTIONS**

- ◆ A *contraction* is a shortened word made from two or more words. An apostrophe shows where one or more letters have been omitted.

EXAMPLES: **it is = it's** **do not = don't** **of the clock = o'clock**

Contractions are often used in informal writing and in dialogue.

A. Circle the correct contraction for each set of **boldface** words.

- | | |
|---|--|
| 1. are not (arn't / aren't / are'nt) | 5. I have (I've / I'hve / I'av) |
| 2. let us (lets / lets' / let's) | 6. they are (there / theyre' / they're) |
| 3. you are (your / you're / your'e) | 7. was not (wasnt' / wasn't / was'nt) |
| 4. we will (well / we'il / we'll) | 8. what is (whats / whats' / what's) |

B. Rewrite each **boldface** set of words as a contraction.

1. **I will** (_____) bet **you have** (_____) never heard of "Chicken Boy."
2. **He is** (_____) a 22-foot, Fiberglas "man" with the head of a chicken.
3. **It is** (_____) a statue that once stood outside a Los Angeles restaurant.
4. You **should have** (_____) tasted the fried chicken that restaurant served!
5. When the restaurant was torn down, the statue **could have** (_____) been demolished.
6. But some people shouted, "**Do not** (_____) destroy Chicken Boy!"
7. "**We will** (_____) find a new home for the statue!"
8. Local museums **were not** (_____) interested in the statue.
9. **Where is** (_____) Chicken Boy today?
10. If you want to see Chicken Boy, **you will** (_____) find him stored away in an old warehouse.

CHALLENGE: On the back of this sheet, write a short dialogue that uses at least three contractions. Imagine two friends planning their weekend.



SPELLING: PLURALS



- ◆ The *plural* form of a noun shows more than one person, place, or thing. Most nouns are made plural by adding an *s*. Singular nouns that end in *s*, *x*, *z*, *ch*, or *sh* are usually made plural by adding *es*.

EXAMPLES: SINGULAR: dog church
 PLURAL: dogs churches

- A.** Write *yes* in the blank if the plural form of each word pair is spelled correctly. Write *no* if it is spelled incorrectly.

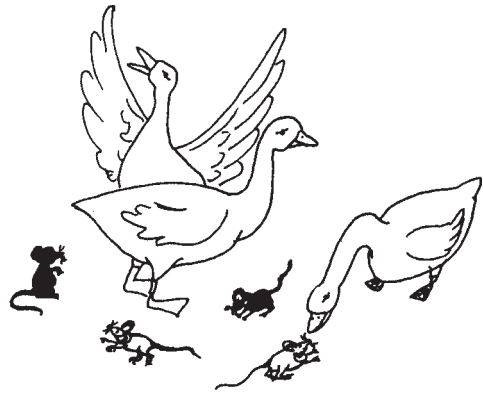
- | | |
|--------------------------|--------------------------|
| 1. _____ cake / cakes | 5. _____ bench / benches |
| 2. _____ leash / leashes | 6. _____ can / canes |
| 3. _____ box / boxes | 7. _____ house / houses |
| 4. _____ crate / crats | 8. _____ bean / beanes |

- Some nouns are made plural by changing letters within the words.

EXAMPLES: tooth = teeth woman = women

- B.** Circle the correct plural form of each noun.

- goose (gooses / geese / geeses)
- man (mans / men / manes)
- mouse (mouses / meece / mice)
- foot (foots / feet / feat)



- For some nouns, the plural and singular forms are exactly the same.

EXAMPLE: sheep = sheep

- C.** Underline the nouns that stay the same in both singular and plural form.

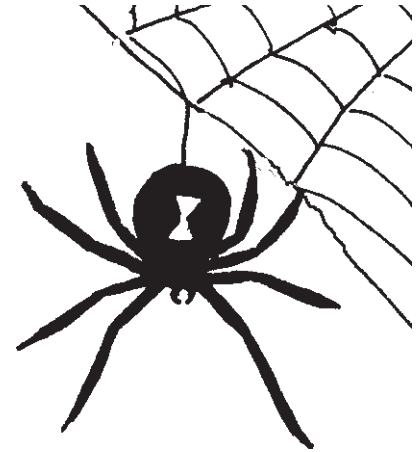
- | | | | | |
|---------|-----------|-------------|----------|--------------|
| 1. deer | 3. person | 5. politics | 7. swine | 9. hospital |
| 2. fish | 4. child | 6. pig | 8. pants | 10. scissors |

CHALLENGE: On the back of this sheet, write sentences using the plural form of the following words: *lunch*, *flash*, *machine*, *stranger*, *news*, *child*.

**SPELLING: POSSESSIVES**

◆ Nouns that show ownership are called *possessives*. Different kinds of nouns are made possessive in the following ways:

- To singular nouns, add an apostrophe (') and an s.
EXAMPLE: *the cat's collar*
- To plural nouns ending in s, add only an apostrophe.
EXAMPLE: *the students' lunchboxes*
- To plural nouns that do not end in s, add an apostrophe and an s.
EXAMPLE: *the geese's flight path*
- To a singular noun that ends in s, add only an apostrophe or add an apostrophe s.
EXAMPLES: *Charles's suitcase* or *Charles' suitcase*



To complete each sentence, circle the correct possessive form.

1. The black widow is one of the (worlds' / world's) most dangerous spiders.
2. A female (spider's / spiders') bite can be deadly!
3. A (house's / houses') dark nooks and crannies make perfect homes for black widows.
4. The (Martins / Martins') house had a black widow nest.
5. It was in their (children's / childrens') playroom.
6. Luckily, their (mother's / mothers') watchful eye spied the nest.
7. Mrs. Martin called Mike (Jone's / Jones's) Pest Control Service.
8. Mr. Jones checked each (room's / rooms') closet for spiders.

CHALLENGE: On the back of this sheet, rewrite each sentence, adding a noun that shows ownership.

1. The _____ face was red from the cold.
2. My _____ temper is quick to rise.
3. The _____ tires were flat.

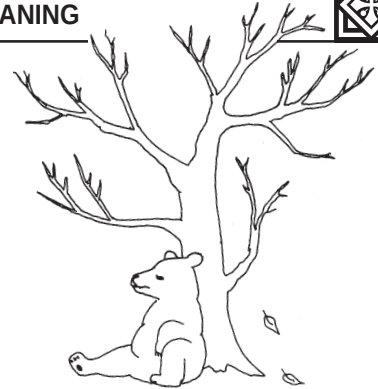
**SPELLING: SAME SOUND/DIFFERENT MEANING**

- ◆ Watch out for *homonyms*. These are words that sound the same, but are spelled differently and have different meanings. Writers must be sure to write the word that fits the meaning of their sentence.

EXAMPLE: HOMONYMS: bear / bare

The *bear* caught fish in the river.

In wintertime, the trees are *bare* of leaves.



- A.** Circle the correct homonym in each pair. Use a dictionary if you need help.
1. The *Titanic* set (sail / sale) from England in April 1912.
 2. “Do you (need / knead) any help?” asked the sales clerk.
 3. The bride walked down the (isle / aisle) toward the (alter / altar).
 4. A (colonel / kernel) of popcorn stuck in my tooth.
- B.** Write the correct homonym on each line. The first one has been done for you.
1. **wave / waive**
 - a. Try not to cry when you wave goodbye.
 - b. If you promise to drive carefully, we will waive the fine.
 2. **stationery / stationary**
 - a. Phil runs a mobile repair shop, but Dan’s shop is _____.
 - b. Elsie mailed a letter written on blue _____.
 3. **rain / reign**
 - a. The _____ of Czar Ivan was a terrible time for Russia.
 - b. After 20 days of wind and _____, the sun came out.
 4. **fourth / forth**
 - a. “Go _____ and slay the dragon!” the king ordered his knight.
 - b. Dennis had failed the driving test three times, but he passed on his _____ try.

CHALLENGE: Careless writers often misuse these common homonyms:

its / it’s their / they’re / there your / you’re two / to / too

On the back of this sheet, write 10 original sentences. Use one of the above homonyms in each sentence.

**SPELLING: CAPITALIZATION I**

Use a capital letter to:

- begin the first word of a sentence.

EXAMPLE: ***Our*** dog has fleas.

- begin the name of a person, place, day, month, or holiday.

EXAMPLES: On **Tuesday**, **Margo** bought tickets to go to **Disneyland** on her **Thanksgiving** break next **November**.

- begin a person's title and the names of geographical regions, organizations, or businesses.

EXAMPLES: Last month **Governor O'Donnell** toured the **South** and spoke to the **Mississippi Association of Women Voters**.

- begin the first word and all main words in the title of a book, story, song, etc.

EXAMPLES: In only one day, I read an entire book, **Amazing People**, and a short story, "**An Amazing Tale**," and composed a song about myself, "**Oh, How Amazing I Am!**"

Read the following tale. Notice that the **boldface** words have been numbered. On the back of this sheet, rewrite the numbered words and explain why they are capitalized. The first one has been done for you.

The (1)Tale of Febold Feboldson

Back in the 1800s, a fellow named (2)**Febold Feboldson** left (3)**Sweden**. (4)**He** came to America and settled in Nebraska. Before long, Febold heard that gold had been discovered in California. Soon mobs of gold-seekers were headed for the (5)**West**.

In the winter of 1849, a terrible snowstorm blew in. Gold-rushers passing through Nebraska were freezing cold. Suddenly Febold had his own idea for making money. He got a wagon and some oxen and headed for the hottest place he knew of—(6)**Death Valley, California**. There he loaded his wagon with burning sand and drove back to the Midwest.

Febold painted a sign on his wagon. (7)**"Traveler's Friend Warming Company,"** the letters read. "Get your hot sand here!" Febold shouted to the travelers. Before the end of (8)**December**, Febold had sold every grain. Not only was Febold wealthy, but on (9)**Valentine's Day** (10)**President** Zachary Taylor named him Nebraska's man of the year!

1. *Tale* — capitalized because it is part of the story title.



SPELLING: CAPITALIZATION II: PROPER ADJECTIVES



◆ *Proper adjectives* are descriptive words formed from proper nouns.

EXAMPLE: *The president stood before the **American** flag.*
*That vase is a beautiful example of **Chinese** art.*

A proper adjective is always capitalized. The noun that follows it is not capitalized unless it is a proper noun.

EXAMPLE: *The children will gather **Easter** eggs on **Easter Sunday**.*



A. Underline the proper adjective in each sentence.

1. I've found that Sparkle toothpaste whitens my teeth.
2. The neighbors just bought a Ford convertible.
3. The original Shakespearean plays had all-male casts.
4. Trinity Church just hired a new Lutheran minister.
5. The Jewish synagogue on Elm Street has a large congregation.
6. Professor Scott teaches Russian history and English.
7. I think that British people have an interesting accent.
8. Gasoline prices are lower at the Regal station in Carson City.
9. We celebrate Veterans' Day to honor World War II veterans.
10. Poor old Tommy Turkey didn't want to become a Thanksgiving dinner.

B. Write six original sentences. Use each word in the box as a proper adjective.

American	Buddhist	Toyota	Halloween	Japanese	Kleenex
-----------------	-----------------	---------------	------------------	-----------------	----------------

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



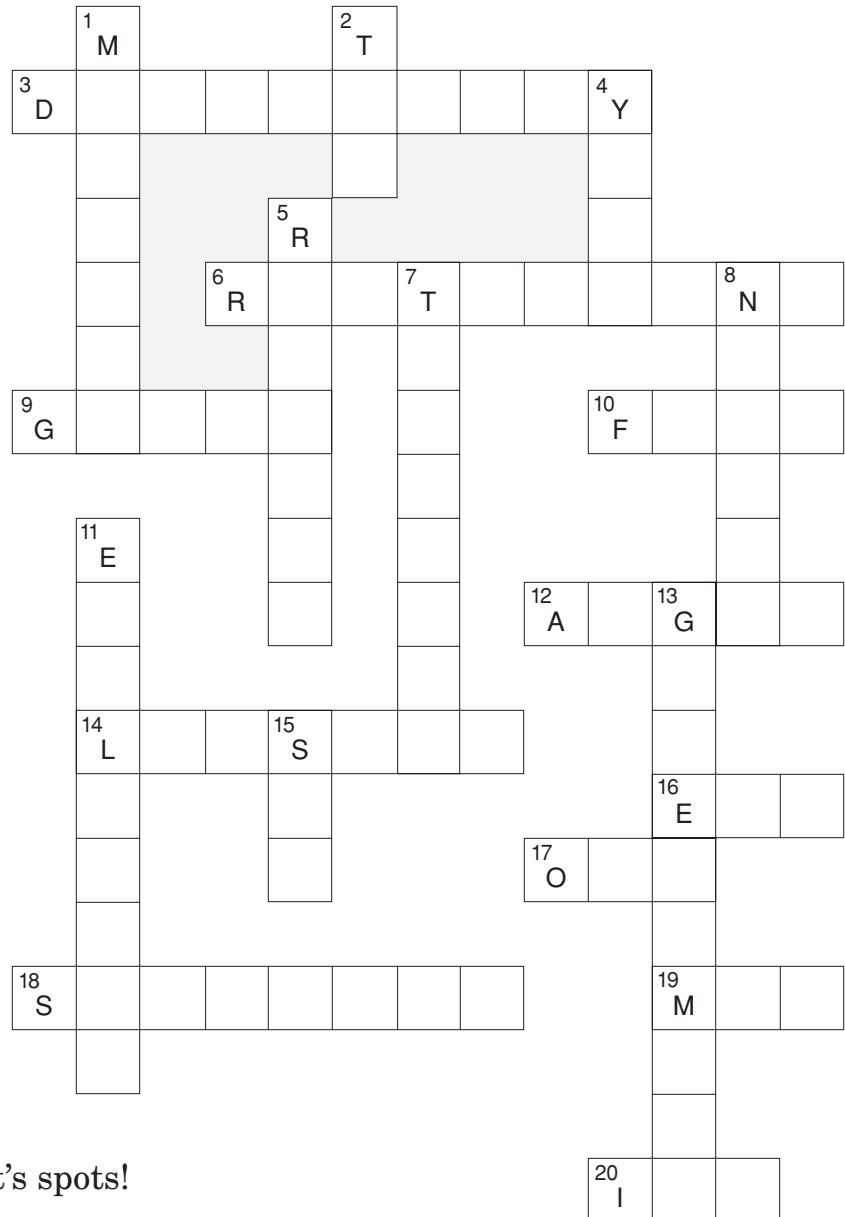
SPELLING: REVIEW PUZZLE



First find and circle the misspelled word in each clue. Then use the correct spelling of each word to solve the crossword puzzle.

ACROSS

3. In 1721, the most common English words were first defined in a dictionary.
6. Shall we cook at home or go out to a restrant?
9. The geoses flew south in a V-shaped formation.
10. Fakt is often stranger than fiction.
12. The two lines met at a 90-degree angel.
14. "All dogs must be on leashes," said the park sign.
16. That cheater is as slippery as an ele.
17. We headed for the store with money burning a hole in hour pockets.
18. The judge tried to seperate the truth from the lies.
19. The best-laid plans of mice and mans often go wrong.
20. A leopard doesn't change it's spots!



DOWN

1. To make gravy, the chef stirred a mixchure of flour and broth.
2. To many cooks can spoil the soup.
4. Don't cut off you're nose to spite your face!
5. It is better to give than to recieve.
7. Time is a terribel thing to waste.
8. I wish I had a nickle to buy a pickle!
11. "That was the last straw!" she exclaimed.
13. Abe Lincoln described a goverment "of the people, by the people, and for the people."
15. The son was hiding behind a dark cloud.



SPELLING: QUIZ YOURSELF ON SPELLING



A. Write **T** or **F** to show whether each statement is *true* or *false*.

1. _____ Singular nouns that end in *s*, *x*, *z*, *ch*, or *sh* are usually made plural by adding *es*.
2. _____ The singular and plural forms of some nouns are spelled the same way.
3. _____ *Aren't*, *can't*, and *shouldn't* are possessive verbs.
4. _____ A possessive shows ownership.
5. _____ *They're* is a possessive noun.
6. _____ *They're* is a contraction.
7. _____ *Their* is a possessive pronoun.

B. Circle the incorrectly spelled word in each row. Then write the correctly spelled word in a sentence. The first one has been done for you.

1. gossip chatter conversation dialogue

Have you heard the gossip about the new neighbor?

2. sergeant private curnal general

3. shout exclame bellow roar

4. flashes churches benchs foxes

5. mice geese sheep oxes

**GETTING COMFORTABLE WITH PUNCTUATION: COMMAS I**

- ◇ *Commas* are like miniature stop signs. They tell a reader to pause a moment before going on. This sheet gives you practice using commas in four different situations.

A. Add commas *to set off nouns of address*.

EXAMPLE: “**Sherlock**, I’ve found a clue!” Watson exclaimed.

1. Speak for yourself John.
2. Governor Lennox I think our state has more problems than you realize.
3. We chose ladies and gentlemen to settle this without further debate.

B. Add commas *to separate items in a series*.

EXAMPLE: Winifred Winslow is **clever, intelligent, and beautiful**.

1. A judge must be knowledgeable fair-minded and wise.
2. Drama art physical education and creative writing are the elective classes most students choose.
3. The workers complained of long hours low pay and uncomfortable conditions but did not strike.

C. Add commas around groups of words that describe another word.

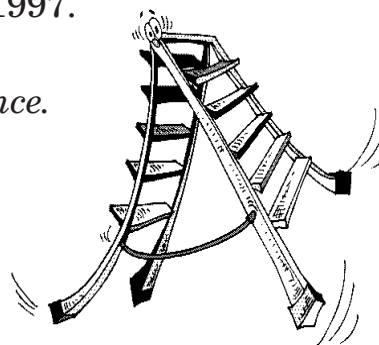
EXAMPLE: Vince Sopko, **our star quarterback**, is only a freshman.

1. Beanpole Malloy the center for the Dayton Devils is 7 feet 2 inches tall.
2. Oregon the Beaver State is a great place to visit!
3. A disaster movie *The Titanic* won Best Picture in 1997.

D. Add commas to set off words *that break into the sentence*.

EXAMPLE: The truth, **I’ve come to believe**, is that Gregory cannot be trusted!

1. Supposedly walking under ladders is bad luck.
2. Beauty so they say is in the eye of the beholder.
3. Of course the best medicine for a virus is a good night’s rest.



CHALLENGE: On the back of this sheet, write four sentences. Use commas in the four ways you practiced in Parts A, B, C, and D.

**GETTING COMFORTABLE WITH PUNCTUATION: COMMAS II**

- ◆ In this exercise you will use commas with dates within a sentence. You will also use commas in an address within a sentence and in a compound sentence.

- A.** Add commas *to dates within a sentence*. Add the commas between the day of the week and the month and between the month and the year. Also add a comma before continuing a sentence after the date.

EXAMPLE: On **November 22, 1963**, John F. Kennedy was assassinated.

1. On Sunday December 7 1941 the Japanese attacked Pearl Harbor, and the United States entered World War II.
2. On December 8 1980 a stranger walked up to ex-Beatle John Lennon and shot him to death outside his home.

- B.** Add commas *after each part of an address within a sentence*—**except** between the state name and zip code.

EXAMPLE: This package must get to **Bill Sutton, 43 Main Street, Springdale, Missouri 87291**, before noon on Thursday.

1. Colorado tourists needing information can write to the State Chamber of Commerce 1776 Lincoln Street Denver Colorado 80203.
2. A guidebook is also available from the Colorado Travel and Tourism Authority P.O Box 3524 Englewood Colorado 80155.

- C.** Add a comma *before the conjunction in a compound sentence*.

EXAMPLE: The painting looked like circles and lines, yet it was worth millions.

1. The Great Dane was the grandest dog but the poodle was the cutest.
2. Nick's father is a landscape gardener and his mother is a travel agent.

- D.** Write a compound sentence that includes either a date or an address. Be sure to punctuate the sentence correctly. Study the example before you write your own sentence:

EXAMPLE: The party will be Tuesday, March 15, at Tommy's house, but I will be out of town.

**GETTING COMFORTABLE WITH PUNCTUATION: DASHES AND PARENTHESES**

- ◆ Writers sometimes use *dashes* [—] around remarks that break into a sentence. Dashes are stronger than commas. They emphasize a sudden interruption, a change of thought, or an added thought or explanation.

EXAMPLES: Some campers forgot the beast in the woods, but many—perhaps most—were haunted by the memory. (adds a thought)

Many of the team positions—shortstop, first base, catcher, and left field—were filled by freshmen. (adds an explanation)

A. Insert dashes where needed in each sentence.

1. Mr. Dean looked angry or should I say furious when he saw the broken window.
 2. Our class studied three famous Native Americans Chief Joseph, Sitting Bull, and Geronimo.
 3. Molly achieved her dream a spot on the U.S. Olympic team.
- Writers can also enclose added information in *parentheses* (). The parentheses show that the thought strays from the topic of the sentence and should not be emphasized.

EXAMPLES: Columbus discovered America (then called the New World) in 1492.

My teacher (who just happens to live next door) was named Teacher of the Year.

- Writers also use parentheses to enclose numbers or letters used with items in a series.

EXAMPLE: Wendell failed the class because of his (1) poor attendance, (2) lack of participation, and (3) low test scores.

B. Add parentheses where needed in each sentence.

1. She trained the guide dog a retriever from the Sunnydale Kennels to stop for traffic.
2. The posted list of rules reminded campers to 1 swim with a buddy, 2 keep the cabins clean, and 3 turn lights out by 10:00 P.M.
3. The creature Could it have been a sea serpent? rose from the lake.
4. The Statue of Liberty just one of New York's many tourist attractions has guarded the harbor since 1886.

CHALLENGE: On the back of this sheet, write one sentence that contains dashes and one that contains parentheses.

**GETTING COMFORTABLE WITH PUNCTUATION: QUOTATION MARKS**

- ◆ A *direct quotation* states the exact words that someone said. The speaker's words are always enclosed in quotation marks. An *indirect quotation*—the writer's retelling of what someone said—is not enclosed in quotation marks. Clearly, it is important to recognize the difference between direct and indirect quotations.

A. Write **D** if the sentence contains a *direct* quotation. Write **I** if it contains an *indirect* quotation.

1. _____ Mother turned to me and said, "It's your turn to wash the dishes."
2. _____ Professor Brooks announced that the test had been canceled.
3. _____ "This weekend should be great!" exclaimed Todd.

Study these quick hints for punctuating direct quotations.

- When a direct quote is the first part of a sentence, set it off from the rest of the sentence with a comma, question mark, or exclamation point. These marks come before the closing quotation mark.

EXAMPLE: "Stop right there!" ordered Vice Principal Sweeney.

- When a direct quotation is interrupted, do not begin the second part with a capital letter unless it is a new sentence.

EXAMPLES: "The rain," Slugger moaned, "will likely halt the game."
"This rain will halt the game," said Slugger. "We'll have to reschedule it."

B. Circle a letter in each pair to show the correctly punctuated sentence. For help, refer to the hints above.

1. a. "When the cat's away," said Mickey, "the mice will play!"
b. "When the cat's away," said Mickey. "The mice will play!"
2. a. "You've won the race"! exclaimed Carlos, "go get your prize!"
b. "You've won the race!" exclaimed Carlos. "Go get your prize!"

C. Rewrite each sentence, adding correct punctuation as needed.

1. We're number one shouted Warren. Just check the scoreboard!

2. Watching the plane taxi down the runway, Dwayne sighed Goodbye, old friend.

D. On the back of this sheet, rewrite an indirect quotation from Part A as a direct quotation. Use the hints in the box to help you punctuate the sentence correctly. Use your imagination to add details as needed.

**GETTING COMFORTABLE WITH PUNCTUATION: THE COLON**

◆ Writers use *colons* in a number of situations.

- Use a colon after the greeting of a business letter.

EXAMPLES: Gentlemen: Dear Senator Hartman:

- You may use a colon instead of a comma to set off and introduce a formal quotation.

EXAMPLES: As Abraham Lincoln said in an 1856 speech:
“The ballot is stronger than the bullet.”

- A colon announces one or more items of information that are attached to an otherwise complete sentence. The colon often comes after such introductory words as “the following” and “as follows.” It can also be used in place of the introductory words.

EXAMPLES: The senior class committee members are as follows: Sue Jarvis, Mario Marcano, Zack Neiman, and Lori Rose.

Sue explained the committee’s tasks: raising money, planning a service project, and improving class spirit.

- Use a colon between hours and minutes.

EXAMPLES: 4:35 A.M. 6:00 P.M.



Insert colons where they are needed in the following sentences.

1. Dear Mr. Woods I am writing to apply for the position of golf caddy.
2. Some towns have names that suggest a story Freewater, Cow Head, Coon Rapids, and Jumping Branch.
3. As of 100 P.M. on May 5, there were four items in the safe a bank book, a savings bond, a gold watch, and an envelope of cash.
4. We studied the following punctuation marks (1) commas, (2) dashes, (3) parentheses, (4) quotation marks, and (5) colons.
5. Thomas Jefferson wrote the following to his friend James Madison
“A little rebellion now and then is a good thing.”

CHALLENGE: On the back of this sheet, write a business letter for one of the following purposes: to request a job interview, to complain about a product, to invite a guest speaker to class. In your letter, use a colon *twice*.

**GETTING COMFORTABLE WITH PUNCTUATION: MYSTERY IDIOMS**

- ◆ An *idiom* is a phrase or expression that has a meaning different from what the words usually suggest.

Circle a letter to show the meaning of each **boldface** idiom.

1. The detective thought he knew who did it, but he was **barking up the wrong tree**.
a. making too much noise about it b. suspicious of the wrong person c. working in the wrong precinct
2. The salesman said he would **bend over backward** to satisfy my complaint.
a. make every effort b. bend the rules c. start over again
3. “**Time flies** when you’re having fun!” Marcus exclaimed.
a. doesn’t count b. seems to drag c. hurries by
4. Sam hoped the judge would **throw the book at** the burglar who broke into his house.
a. give him a harsh sentence b. attack him in the courtroom c. let him off with a warning
5. “You’re late again!” cried Sharon’s mother. “This time you’re really **in the dog house**.”
a. have to move out b. in big trouble c. must eat dog food
6. Considering the hard work he does, Joe’s pay is **chicken feed**.
a. much too low b. very cowardly c. enough to eat well
7. The boys were just standing around and **shooting the breeze**.
a. flying kites b. giving speeches c. casually talking
8. Anyone who sees Rosie’s yard knows that she **has a green thumb**.
a. is a good gardener b. doesn’t wear gloves c. has a skin disease

CHALLENGE: On the back of this sheet, write and correctly punctuate a direct quotation that includes one of the following idioms. Then illustrate the saying with a cartoon.

- IDIOMS:** • *kick the bucket* • *pay through the nose*
• *eat one’s words* • *put the cart before the horse*

**GETTING COMFORTABLE WITH PUNCTUATION: QUIZ YOURSELF ON PUNCTUATION****A.** Follow the instructions to correctly punctuate each sentence.

- 1.
- Add: quotation marks, commas, colon, parentheses*

I can't leave for vacation said Sylvia until I do the following 1
stop the newspaper 2 put the dog in the kennel and 3 confirm my
hotel reservations.

- 2.
- Add: quotation marks, commas, dash*

Mr. Williams Todd said happily I've finally chosen a topic for my
report earthworms.

- 3.
- Add: colon, commas*

The mansion is open to visitors at the following times 1000 A.M.
until noon on Mondays 100 P.M. until 300 P.M. on Wednesdays and
100 P.M. until 400 P.M. on Fridays.

B. Unscramble each **boldface** word to spell a word from the box. Write the letters in their correct order on the lines.

comma	colon	dashes	parentheses	quote	quotation
-------	-------	--------	-------------	-------	-----------

1. Use a
- mocma**
- to separate items in a series.

____ _ _ _ _

2. A direct
- uoetq**
- gives a speaker's exact words.

____ _ _ _ _ _

3. Always enclose the exact words of a speaker in
- tatnquoio**
- marks.

____ _ ____ _ ____ _

4. Writers can use
- hadses**
- to set off a descriptive thought that already contains commas.

____ _ _ _ _ ____ _

5. Writers sometimes enclose added information in
- thepesrena**
- .

 ____ _ _ _ _ ____ _ _ _ _

6. A
- lonco**
- often comes after such introductory words as "the following" and "as follows."

 ____ _ _ _ _

C. Some of the letters you wrote in Part B were circled. Write those letters on the line.

____ _ _ _ _

Now unscramble those letters to spell the mystery word that completes this sentence:

Good writers ____ _ sentences correctly!